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ABSTRACT

A study was conducted at Black Hawk College (Illinois) to examine the purpose and status of the award of academic credit for learning gained through life and employment experiences, by assessment means other than such national testing programs as the College Level Examination Program. Procedures and practices employed in other colleges in the assessment of prior, non-sponsored learning were reviewed as were causes of negative faculty reaction to such assessment at other institutions. Subsequently, a survey of Black Hawk College faculty was conducted to determine their knowledge of and attitudes toward such assessment and their opinions on what procedures should be part of the overall evaluation process. Survey findings revealed that the faculty were generally favorable; notably, faculty from the career area were more positive toward assessment of prior learning than were university-parallel program faculty. Those faculty supporting the use of behavioral objectives also tended to view assessment of prior learning more favorably than other faculty. Specific procedures for the assessment of prior learning were recommended, reflecting faculty attitudes and opinions. The survey instrument and a bibliography are appended. (JDS)

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A STRATEGY TO GAIN FACULTY ACCEPTANCE OF AND PARTICIPATION IN THE GRANTING OF CREDIT FOR PRIOR, NON-SPONSORED LEARNING AT BLACK HAWK COLLEGE

by
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Black Hawk College

A PRACTICUM PRESENTED TO NOVA UNIVERSITY
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ABSTRACT

TITLE: A Strategy To Gain Faculty Acceptance of and Participation in the Granting of Credit for Prior, Non-Sponsored Learning at Black Hawk College

AUTHOR: Mary A. Stevens

This study surveyed the purpose for and the status of the assessment of prior, non-sponsored learning, excluding the use of CLEP, at Black Hawk College, Moline, Illinois. It also considered procedures and practices in use elsewhere in order to determine the essential components and possible procedures that might be used. Then, after a study of the causes of negative faculty reaction elsewhere, it surveyed the Black Hawk College faculty by means of a questionnaire to determine its knowledge of and attitude toward such assessment and its opinion on what procedures should be a part of the process. Although the study found the faculty to be generally favorable, it also concluded that faculty from the career program area were more positive than those from the university parallel program. Also those faculty believing in the use of written behavioral objectives tended to view such assessment more favorably than those who did not. Reflecting faculty attitude and opinion, this study then recommended specific procedures for the assessment of prior, non-sponsored learning, including a required course to prepare students for assessment, the use of credits earned in this way to fulfill requirements for all college degrees, the use of a departmental committee of three members to evaluate students, the use of at least one interview as part of the procedure, a written statement explaining the evaluation, a central file of portfolios upon which credit has been granted, a clear indication

on the student's transcript that credit was earned by assessment, written notification to the student of the results, an appeal procedure for the student, a plan to determine cost to the student and faculty compensation, faculty in-service training, and a review of the process two years after its implementation.

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INTRODUCTION

In 1973, the Commission on Non-Traditional Study recommended that "new devices and techniques should be perfected to measure the outcome of many types of non-traditional study and to assess the educative effect of work experience and community service."[1] Such a recommendation accurately reflects the current philosophies and goals for postsecondary education that have been expressed by governmental agencies, leaders within education, and national task forces and committees. It is consistent with newly-accepted theories which assert that learning must replace teaching as the center of focus in the educational process.[2] It is an easily predicted and sound conclusion for a democratic society that has come to respect and to rely upon educational credentials to determine an individual's qualifications for employment and advancement.[3] And it is a necessary recognition within postsecondary education that the increasing number of adult students who are choosing to resume their formal education after years of other types of experience

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[1]Commission on Non-Traditional Study, Diversity by Design (San Francisco: Jossey-Bass Publishers, 1973), p. 125.

[2]Peter Meyer, Awarding College Credit for Non-College Learning(San Francisco: Jossey-Bass Publishers, 1975), p. 5.

[3]Morris T. Keeton and Associates, Experiential Learning: Rationale, Characteristics, and Assessment(San Francisco: Jossey-Bass Publishers, 1976), p. xi.

may be able, because of this experience itself, to complete college in a shorter period of time and by a different route than traditionally-aged students.[1]

Many parts of the postsecondary educational policy system have responded to these recommendations and needs. In 1974, Ruyle and Geiselman found that two-thirds of institutions surveyed granted credit by examination.[2] The Commission Accreditation of Service Programs (CASE) has evaluated military service programs and equated them with college credit. In 1974, the project in Cooperative Assessment of Experiential Learning (CAEL) was formed to develop procedures to assess and credential such learning. Recently, the American Council on Education (ACE) has completed a set of recommendations that equates military occupational classifications and college credit. Whole new colleges and divisions of existing colleges have come into existence to serve those students who wish to use either unplanned past or planned future non-college experiences as a basis for college credentials--for example, Empire State University, Edison College, and the external degree program at Florida International University.

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[1]Jonathan R. Warren, "Awarding Credit," in K. Patricia Cross, John R. Valley and Associates, Planning Non-Traditional Programs (San Francisco: Jossey-Bass Publishers, 1974), p. 123.

[2]Janet Ruyle and Lucy Ann Geiselman, "Non-Traditional Opportunities and Programs," in Planning Non-Traditional Programs, p. 62.

Some of the best work in the area has been completed by CAEL, a joint project of the Educational Testing Service and member colleges and universities and initially funded by the Carnegie Commission. Although concerned with rationale for the assessment of experiential learning, CAEL has been primarily involved in determining how such assessment is to be implemented, performed, and monitored. CAEL distinguishes two kinds of work experience programs in postsecondary education: sponsored experiential learning, in which the learning experience takes place in non-academic settings but is planned and supervised by a college or university, and non-sponsored experiential learning, in which, once again, the learning has occurred in a non-academic setting, but in which there has been no academic planning or involvement up until the time of assessment, a characteristic that results in the usual reference to this second type as prior learning. Usually, student projects in sponsored experiential learning supplement classroom instruction and are readily recognized by academic credit. Conversely, in the assessment of prior learning, learning must be equated, after-the-fact, to academic credit, ordinarily by matching the competencies that the student has attained with those that he would have been expected to achieve in a course or an academic program. The work of this practicum was concerned with the assessment of prior learning only.

Trivett reports three major procedures that are currently in use to assess prior learning: (1) examinations like the

College Level Examination program [CLEP], [2] indices like the Guide, a CASE publication that equates military experience and academic credit, and [3] other methods, such as those being perfected by CAEL: papers, projects, oral examinations, simulation exercises, observance of performance, and supervisory assessment --all of which ordinarily begin with the student's compilation of a portfolio.[1] Because the assessment of prior learning by means of national testing programs and indices and guides is fairly well-established at Black Hawk College, the work of this practicum focused upon the use of other methods such as are now being studied by CAEL.

Early, Black Hawk College made a commitment to and began to participate in the assessment of prior, non-sponsored learning. In 1971, the Black Hawk College board of trustees approved a policy committing the college to granting credit for life experiences and for previous employment experience and for successful student participation in certain national testing programs and in the United States Armed Forces Institute courses [USAFI].[2] The 1976-77 college catalog provides students fairly complete information on receiving credit by means of the Advanced Placement

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[1]David A. Trivett, Academic Credit for Prior Off-Campus Learning, U.S., Educational Resources Information Center, ERIC Document ED105796, 1975, pp. 9-10.

[2]Board Policy Manual, Black Hawk College, Moline, Illinois, Section 6.50.

Program, armed services experience and CLEP, procedures for which are established and are operating;but there is no mention of any other procedures that a student might follow to have prior learning recognized by means of college credit.[1] Since 1974, Black Hawk College has been a member of the CAEL assembly, yet there is no mention in the current college catalog of CAEL procedures to grant students academic credit for prior learning. On occasion, some departments have examined students and granted credit for prior learning, but the catalog does not describe such a procedure. In most cases, these students have learned about the procedure by word-of-mouth or by counseling that they have received in completing contracts for the associate in liberal studies degree. In fact, in a recent questionnaire distributed to all college department chairmen, the dean of liberal studies determined that some department chairmen were not even aware of board policy relating to such assessment.[2] Thus, in most cases, an adult student considering resuming college work might learn of the opportunity to receive college credit for prior learning from reading the college catalog, but, then, he would learn only of those options involving participation in national testing programs or armed service experience.

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[1] College Catalog, Black Hawk College, Moline, Illinois, 1976-77, pp. 12-15.

[2] Charles E. Laws, "Strategy for Gaining Institutional Acceptance of Existing Board Policy for Granting Credit for Experiential Learning by All College Constituencies," unpublished report, Black Hawk College, Moline, Illinois, April, 1976.

Just as the student seeking experiential learning credit through methods other than a national testing program must be confused and discouraged by the inavailability of information and clear procedures, so must the faculty be as well. The faculty handbook includes no procedures nor guidelines, and practices among departments seem to vary widely. The faculty senate has not approved any procedures, and written degree requirements in the college catalog do not make clear to faculty academic advisors the procedures that students may use to receive the assessment of such experience. One faculty member was designated during the 1975-76 academic year to develop a procedure for using portfolios and expert judgment in assessing prior knowledge, and he prepared a short position paper in January, 1976, none of the recommendations of which have yet been implemented.[1] The dean of liberal studies prepared a report in April, 1976, that developed a strategy to gain institutional acceptance of such assessment in which he suggested that major opposition came from the faculty and developed a plan to be approved and implemented by the faculty senate. The senate has not yet received the plan, and procedures and guidelines for the assessment of prior learning still do not exist within the institution.[2]

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[1]Robert White, "Procedure for Using Portfolios and Expert Judgment as a Basis for Crediting Prior Learning," Black Hawk College, Moline, Illinois, January 26, 1976.

[2]Laws, op. cit.

The following events and trends require improved faculty knowledge of, acceptance of, and development of clear procedures and guidelines without delay: [1] an increasing number of adult students and off-campus programs to serve them, [2] a growing awareness among clientele that such experience is being credited elsewhere, [3] attempts by faculty senate committees to establish general education requirements in the associate of liberal studies degree and to make them competency-based and perhaps satisfied by prior learning, and [4] faculty senate revision of other degree programs that includes a need to state clearly the applicability of experiential learning credit to each.

Thus, the time has come for Black Hawk College to develop clear and written procedures to regulate the assessment of prior learning by means other than national testing programs and national guides or indices and to inform the student of the availability of such an option. However, such assessment is, in actuality, beset with conflicts and problems. Ruyle and Geiselman found that most often institutions surveyed reported the following problems in rank order: lack of funds, difficulty in assessing non-classroom learning, concern about academic standards and faculty resistance.[1] Houle feels that a major obstacle for the external degree is a lack of confidence in existing

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[1]Ruyle and Geiselman, p. 87.

techniques to evaluate prior learning.[1] Keeton and Associates give faculty resistance as a major drawback to such evaluation.[2] Meyer reports that faculty hesitate because of several reasons: the process requires faculty self-examination--including establishing criterion-reference testing; faculty feel that they should teach a set of values in addition to knowledge and skills and question the effectiveness of measuring the possession of these values;[3] faculty feel threatened in the role of "credentialers and certifiers," afraid that experience could replace the classroom;[4] and faculty members believe that they have not been involved in decisions concerning the use of standardized test scores to grant credit.[5] Meyer emphasizes, however, the importance of faculty involvement, "The overriding need at this moment is to improve and direct faculty involvement in the assessment and evaluation of prior learning."[6] In short, it seems that faculty involvement in

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[1]Cyril O. Houle, The External Degree(San Francisco: Jossey-Bass Publishers, 1973), p. 73.

[2]Keeton and Associates, p. xii.

[3]Meyer, p. 15.

[4]Ibid., p. 16.

[5]Ibid., p. 98.

[6]Ibid., p. xx.

acceptance of, and commitment to the process of crediting prior learning is most essential to its success within an institution. It is no accident that Laws found resistance among "college constituencies," especially the faculty,[1] nor that White stressed the importance of making the faculty aware of the process and of securing its support.[2]

The thesis of this practicum was that, if faculty resistance was the cause for a failure to implement the assessment of prior, non-sponsored learning at Black Hawk College, it was because there had been no systematic study of faculty attitudes toward such assessment and no recommendations concerning assessment based upon the results of such a survey. Accordingly, the procedures used in this practicum were as follows: [1] a survey of practices in the assessment elsewhere and of the recommendations of experts to determine the alternatives available that would require faculty decision and that might be of significance to faculty attitude, [2] based upon this research, the construction of a questionnaire to determine faculty knowledge of, attitudes on and preferences in relation to the procedures for such assessment, and [3] based upon an analysis of the response, the recommendation of those procedures that would best reflect faculty attitudes and preferences.

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[1] Laws, p. 1.

[2] White, p. 4.

BACKGROUND AND SIGNIFICANCE

Volumes of published and unpublished recent information are available on the assessment of prior, non-sponsored learning. This review of the literature concentrated on two areas most critical to the purposes of the work of the practicum: [1] an investigation of the major alternatives, usual practices, and models for such assessment and [2] an investigation of faculty reaction to the assessment and possible reasons for that reaction.

Perhaps the most complete model for the assessment and coordination of non-sponsored learning has been developed by CAEL--its functional model, so termed because it is primarily concerned with how each component of the model functions.[1] Those components in this model that relate to prior, non-sponsored learning are as follows: [1] program rationale, [2] faculty resources, [3] criterion standards, [4] financing the program, [5] preparing the students for assessment, [6] appraising learning outcomes, [7] integrating learning with future plans, [8] defining credit policies, and [9] recording learning outcomes.[2]

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[1] Implementing a Program for Assessing Experiential Learning, ed. by Warren W. Willingham and Hadley S. Nesbitt, CAEL Project Report[Princeton, N.J.: Educational Testing Service, 1976], p. 2.

[2] Ibid., pp. 5-9.

A survey of major alternatives and usual practices elsewhere suggest issues that relate to each of these components.

[1] Program Rationale: Here decisions need to be made concerning the purpose of the assessment program--recruitment of new students, decreasing the time required for undergraduate education, etc. But perhaps most fundamental here is the question of whether or not prior, non-sponsored learning should be recognized at all in a degree program. In 1973, in Toward a Learning Society, the Carnegie Commission declared itself opposed to granting college credit for non-academic activities because doing so reduces the value of the bachelor's degree as an "indicator of a particular level and type of educational accomplishment," "obscures real differences" between types of learning, and makes the college an institution to issue credentials and not to educate.[1] Conversely, in 1971, the Carnegie Commission in Less Time, More Options had recommended shortening the length of time spent in formal education by providing other options, such as the recognition of work in non-college experience.[2]

[2] Faculty Resources: Basic decisions and alternatives here include the methods to best overcome faculty resistance,

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[1]Carnegie Commission on Higher Education, Toward a Learning Society: Alternative Channels to Life, Work, and Service(New York: McGraw-Hill Book Company, 1973), p. 73.

[2]Carnegie Commission on Higher Education, Less Time, More Options(New York: McGraw-Hill Book Company, 1971), p. 11.

consideration of whether or not outside experts should be used as assessors, consideration of whether or not traditional faculty should be used in assessment or new faculty hired for the purpose, and decisions concerning how much involvement of faculty there will be in decision-making.

[3] Criterion Standards: This area is of fundamental importance to faculty and very important to the success of the program. Perhaps the best way to approach it is to consider Meyer's grouping of existing practices of assessment into four approaches --one based on time and three based on what Meyer calls "level of abstraction." In the first, credit is given for the experience itself; for example, six semester hours of credit may be granted for each year of prior, non-sponsored experience, as is the practice at the Center for Community Education of Elizabethtown College.[1] Second, assessment may rest upon the student's demonstration that he has received knowledge, acquired a skill or competence, or created a product of quality--what Meyer calls "the first level of abstraction."[2] Very often assessment of this sort seeks to equate the knowledge or skills gained to existing college courses, and often assessment results from an evaluation of competencies. CAEL procedures rest upon the belief that learning can be expressed in terms of such competencies, and assessment systems used at Sterling College (Kansas), at Brooklyn College (CUNY), in the Board of Governor's external

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[1] Meyer, pp. 21-22.

[2] Ibid., p. 157.

bachelor's degree program in Illinois, and at the De Paul University's "School for New Learning" all are examples of programs using competency-based assessment techniques. In such systems, competency lists are usually compiled for each course or program area, and students seeking assessment credit are expected to demonstrate a satisfactory level of competency, either in individual courses or in academic programs. This system is the one recommended by Meyer, Forrest and Associates,[1] the New York State Education Department,[2] the Council of the Federation of Regional Accrediting Commissions of Higher Education (FRACHE),[3] and CAEL. Often, it is also used in the assessment of what Meyer terms "the second and third levels of abstraction"--the level in which the student demonstrates an ability to analyze what he has gained from experience and the level in which he demonstrates that he can not only analyze several bodies of knowledge gained from the same or different experiences but also can synthesize them.[4]

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[1]Aubrey Forrest, Joan E. Knapp, and Judith Pendergrass, "Tools and Methods of Evaluation," in Keeton, p. 165.

[2]"Guidelines for Awarding Academic Credit for Knowledge Gained from Work and Life Experience" (Albany, New York: State Education Department, Oct. 15, 1975). [Mimeographed.]

[3]Robert Kirkwood, "Importance of Assessing Learning," in Keeton, p. 156.

[4]Meyer, p. 23.

As examples of these "levels of abstraction," Meyer cites the "New Resources Program" at the College of New Rochelle, in which students must have "reflected upon" their experiences, and the General Studies Division of the California State University at San Francisco, in which the student must verbalize the effects of the learning upon himself.[1] Meyer suggests that early decisions should be made in relation to the "level of abstraction" that will be required so that institutional uniformity in assessment can be established.

[4] Financing the Program: CAEL has developed a cost assessment model that provides insight into some of the basic decisions necessary in this area. A reproduction of this model is provided in Appendix A. It distinguishes two types of staff activity costs--those for duties performed by professional staff and those for duties performed by non-professionals. These activities result in two types of costs--fixed and varying. It is important to note that the fixed costs--identification of competencies, defining of behavorial objectives for courses, developement of measurement procedures, and part of the cost of transcripting--to a large extent remain the same no matter how much learning experience is assessed. Thus, initial unit cost may seem large, but it can be expected to fall as more and more assessment occurs.[2]

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[1] Meyer, pp. 26-27.

[2] Amiel T. Sharon, A Task-Based Model for Assessing Work Experience, CAEL Working Paper No.8[Princeton, N.J.: Educational Testing Service, 1975], pp. 34-36,

Two CAEL member institutions have applied this cost assessment model to their procedures--Webster College and Delaware County Community College. At Webster, the cost of each assessed credit hour was $45.76, and the cost of each credit hour was $62.34. The program ssemed expensive to the institution because regular tuition was $75 per credit hour and the assessment fee was $16.66 per assessed hour. However, as CAEL emphasizes, when volume increases, unit cost diminishes. Furthermore, in its cost analysis, Webster stressed that the cost of assessment had to be viewed within the institutional context--increased diversity for the college and a service to the student.[1]

The CAEL model was also applied to a program at Delaware County Community College in Pennsylvania. There the cost per assessed hour (with 300 students enrolled) was $17 compared with a cost per traditional credit hour of $66. Once again, the cost for assessment could be expected to diminish as more students enroll in the program.[2]

These two cost analyses are also of interest in relation to the methods by which the cost of such assessment was provided at each institution. At Webster, the difference between student

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[1]R. Lynn Kelley, Terrence J. MacTaggart, and Robert A. Spencer, Analyzing Costs in the Assessment of Prior Learning, CAEL Institutional Report(Princeton, N.J.: Educational Testing Service, 1976).

[2]Eugene J. Kray and Lorraine D. Hultgren, Implementing and Financing Portfolio Assessment in a Public Institution, CAEL Institution Report(Princeton, N.J.: Educational Testing Service, 1976).

fees and cost was absorbed into the institution's budget. At Delaware County Community College, cost was apportioned among the three traditional sources of income in the same way as the cost of regular college credits--supported equally from student tuition, state apportionment, and local sources of support. State support is possible because each student receiving assessment credit enrolls in a course entitled "Assessment of Experiential Learning," carrying variable credit of from one to twelve hours. He enrolls for a number of credits equal to 25 percent of the number that he wishes to receive by assessment; for example, a student wishing four hours of assessed credit would enroll in one hour. Thus, he pays 25 percent of the regular tuition cost for these credits, and, based upon his enrollment, the state pays 25 percent of regular state support, appropriate in both cases because the $17 per hour of assessed credit is approximately 25 percent of the unit cost for regular credit. The Delaware County Community College system offers insight into a manner by which the costs and fees for assessment could be handled at any public community college.

As a background for implementing the assessment of prior learning at Delaware County, Eugene Kray surveyed members of the CAEL assembly in Chicago in October of 1974 to determine practices. In relation to student fees, he found that 46% charged no fees; 15% charged an application fee of from $5 to $35; 20% charged a fee per credit hour awarded of from $5 to

$31, and 15% charged a flat fee of between $15 and $350. Of those charging a fee, 17 charged the same as tuition; 5 charged a state-mandated fee; 20 charged a cost estimated to cover the student's share, and 11 used other methods. Ninety-two percent believed that fees were equitable and that the method was cost-effective. In relation to faculty compensation, 20% considered the assessment to be a part of regular load and recognized it by load reduction; 58% considered it as a part of regular load without reduction; the others paid over-time salary or provided an extra contract on the basis of number of students or number of credit hours.[1]

Weathersby and Henault recognize a primary question in relation to the cost of the assessment of prior learning. Since the trend occurs at a time of financial contraints in post-secondary education, should the fees for assessment augment or burden the budget? They suggest that two factors be considered: such assessment might serve to attract new students at a time of declining enrollments, and it might change the interrelationship of budget items with, for example, the cost of instruction increasing and the cost of recruitment decreasing.[2] They point

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[1]Eugene J. Kray, The Structure and Financing of a Program to Assess Experiential Learning, U.S., Educational Resources Information Center, ERIC Document ED101772, 1974.

[2]George Weathersby and Armaud J. Henault, Jr., "Cost Effectiveness of Programs," in Keeton, pp. 132-134.

out that student fees can vary widely, for example, from $240 per year at the Community College of Vermont to $1300 a year at the Campus Free College, where the student pays all the cost.[1] Two important considerations in setting student fees are that, by reducing the length of time spent in college, assessment allows the student to save foregone income, and the cost of assessment in terms of faculty time is great.[2]

Meyer makes recommendations relating to cost: do not charge by the credit because doing so suggests that a school is selling credit, and provide scholarships to allow those who cannot afford the cost to participate.[3] He reports that regular faculty within institutions having such assessment as a basic part of their programs, such as Empire State and Minnesota Metropolitan, see no need for extra compensation or released time, and even within traditional institutions providing such assessment, many faculty do not believe that it is necessary unless the number of students requesting assessment is larger.[4] This report contrasts with a Bortnick finding that faculty at California's "1000-Mile Campus" do not believe that reimbursement of $35 per student is adequate for the "creative involvement" required.[5]

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[1] Weathersby and Henault, p. 138.

[2] Ibid., p. 147.

[3] Meyer, pp. 32-33.

[4] Ibid., pp. 34-35.

[5] Barrie D. Bortnick, "The Assessment of Prior Learning in a Traditional Decentralized Setting," in Initiating Experiential Learning Programs: Four Case Studies, CAEL Institutional Report (Princeton, N.J.: Educational Testing Service, 1976), p. 24.

The correspondence included in Appendix B reflects another important financial consideration for Black Hawk College in such assessment. Because Illinois community colleges receive state support on the basis of credit hours of enrollment at semester mid-date, there is presently no such support possible for the assessment procedure. Only two ways seem to exist to provide such support: (1) requiring all students wishing assessment of prior, non-sponsored learning to enroll in a course that will teach them how to define and determine competencies and how to compile a portfolio or (2) using a system similar to that now used at Delaware County Community College. However, the Delaware method charges by the credit, a practice that is generally not recommended, and, in Illinois, it might also represent an attempt to defraud the state. Therefore, the first method seems the better. In addition, it provides the assistance to the student recommended by several sources; because it involves actual instruction, it seems consistent with state support principles; and, in addition, it would serve to reduce the amount of time that faculty members must spend individually instructing students in compiling portfolios. Trivett provides additional support for this method when he notes that Goddard College stresses the value of the student's petitioning for assessment credit as a learning experience in itself.[1] The many advantages of such a

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[1] Trivett, p. 60.

system are also noted by Meyer in his discussion of the assessment program at Evergreen College in Olympia, Washington.[1]

[5] Preparing the Student for Assessment: The primary question here is how best to prepare students to participate in the assessment procedure. Guidelines prepared by the New York State Education Department include the recommendation that assistance be provided formally, and Forrest and associates suggest that workshops be available to help students.[2] However, two recent surveys of practices at Illinois colleges and universities providing for the assessment of prior learning indicate that few Illinois schools, including Black Hawk College, have made formal provisions for such assistance.[3] In some cases, seminars or workshops are available, but, ordinarily faculty advisors are expected to assist students individually and informally. It should be noted that the possibility of realizing a part of the cost of assessment from state sources by requiring students to enroll in a course to instruct them before assessment should serve also to prepare students better and more efficiently than most informal instruction.

[6] Appraising Learning Outcomes: This component is of

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[1]Meyer, p. 91.

[2]Forrest and Associates, p. 177.

[3]Barbara Jain and Mark Goldstein, "Availability and Features of External Degree Programs offered by Institutions in State of Illinois," an information resource for the ICCHE Task Force on External Degrees, 1976. Also, "Open Learning Programs in Chicago Area Colleges and Universities," a pamphlet prepared by the Chicago Area Roundtable for Open Learning [n.d.].

great importance to the faculty, who are in most cases the appraisers. Of course, to a great extent, procedures here are predetermined by decisions made in relation to criterion standards. But, still, this area also includes the development of much of the apparatus of assessment. Meyer makes a number of suggestions relating to appraisal: "a maximum number of decision makers" should be involved in the assessment,[1] especially a committee including representatives from several disciplines;[2] assessment should be based on some form of narrative statement made by the student;[3] assessment methods should not be limited to those that place primary emphasis on writing ability;[4] in the assessment process, the student's compilation of a portfolio should be combined with an oral examination;[5] and there must be a provision for a student appeal.[6]

Forrest and associates suggest additional guidelines: portfolios must state competencies if the assessment is competency-based;[7] there should be contact between student and assessor;

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[1] Meyer, pp. 27-28.

[2] Ibid., pp. 169-170.

[3] Ibid., p. 106.

[4] Ibid., p. 112.

[5] Ibid., p. 167.

[6] Ibid., p. 74.

[7] Forrest and Associates, p. 163.

students must communicate the learning that has occurred;[1] and routine procedures for monitoring assessment must be established.[2]

[7] Integrating Learning with Future Plans: Another basic decision is the one in which it is determined whether or not credit granted by assessment must be related to the student's future educational and life goals.[3] At first thought, this question might seem unimportant, or the answer might seem self-evident. However, a number of questions cluster around the answer. In some programs--as is common in the State of New York--[4] credit for prior learning may be used to satisfy a degree's general education requirements, but at others there is a prescribed basic curriculum, including these requirements, that all students must complete, such as in the Adult Collegiate Education Program at Queens College in which the students must demonstrate their abilities by completing a required 36 credits in basic seminars before they can apply for assessment of prior, non-sponsored learning.[5] Very often in a contract degree, with the exception of the use of assessment credit to satisfy general education requirements, there is the restriction that credit from assessment be related to a student's future goal--

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[1]Forrest and Associates, p. 238.

[2]Ibid., p. 242.

[3]Meyer, p. 28.

[4]New York State Education Department, "Guidelines for Awarding Academic Credit for Knowledge Gained from Work and Life Experience."

[5]Meyer, pp. 29-30.

Antioch, Florida International, Goddard, and Governor's State in Illinois. Undoubtedly, such a requirement results from the very nature of a contract degree in which all elective course work must be related to a student's stated goals, but it should be noted that such a requirement does represent a philosophical departure from the rationale of most traditional degree programs, which stress a broad education without much specialization.

(8) Defining Credit Policies: A number of basic decisions involve policies relating to credits by assessment. One is whether or not assessment must be limited to that learning represented in specific courses or academic disciplines. In New York State, the education department strongly recommends that it be. The competency-based assessment recommended by CAEL, Meyer, and others seems to suggest this procedure. Another decision in this area is whether or not the option of earning credit by assessment should be limited to students above a certain age. But, perhaps the most fundamental issue is whether prior, non-sponsored learning should be translated into actual academic credits, as is usually the practice, especially in those institutions requiring course equivalency, or whether it should be used to provide advanced standing, as is the practice at Northeastern Illinois' "University without Walls," Goddard College, and Empire State. This question is closely related to present concern about the validity of the credit hour--not necessary in

the early days of American education when all followed the same curriculum in the same time frame but necessary when electives and alternative curricula were introduced. As Dressel points out, the credit hour tells little about student learning, time spent in class, or course difficulty.[1] The Community College of Vermont uses credit hour measurements only for transfer purposes, and a number of other new degree programs like that at Minnesota Metropolitan require the achievement of competencies for a degree rather than the accumulation of credit hours. The fundamental question is a philosophic one--is education reflected in the completion of course units or in the way that the individual values, thinks, and acts?

Current practices also suggest other questions relating to credit policies. In general, assessment credit seems to be applicable to external degrees, probably in large part because new and non-traditional institutions awarding such degree have been the leaders in the assessment of prior learning. Recent surveys of practices in Illinois suggest that such is the case within the state. Only the Central YMCA community college in Chicago, Mundelein College, and Carl Sandburg Community College seem to allow such credit as applicable to all degree programs. Others reserve it for non-traditional degrees or degree programs,

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[1]Paul L. Dressel, Handbook of Academic Evaluation(San Francisco: Jossey-Bass Publishers, 1976), pp. 261-263.

for determining many of the decisions that faculty must make in relation to assessment. However, this survey should also include models and guidelines that have already been suggested within Black Hawk College but that have not yet been officially considered or approved. White's position paper suggested the following procedures: limitation of the applicability of credit earned through assessment to the associate in liberal studies degree and to students currently enrolled in that degree; general coordination by a director of assessment and actual assessment by a qualified faculty member that he selects; the requirement that the student prepare a portfolio; the requirement of an interview of the student by the faculty member; a written recommendation concerning the assessment by the faculty member to the director; approval of the recommendation by the director; designation of credit as that earned through assessment on the student's permanent record; and written notification of the results of assessment to the student.[1]

Laws' study included the same recommendations with these exceptions: assessment credit was not limited to the liberal studies degree; assessment was to be made by at least three faculty members and not one; no specific requirement for a written recommendation was included; there was no specific requirement that the credit be labeled "assessment" on the student's

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[1]White, "Procedure for Using Portfolios and Expert Judgment as a Basis for Crediting Prior Learning."

transcript; and there was a recommendation that the process be tested with a limited number of students.[1]

Not only does an investigation of the major alternatives and usual practices found in the assessment of prior, non-sponsored learning provide a good basis for a survey of faculty attitudes and opinions, but also an investigation of faculty reaction to such assessment elsewhere is of value.

Most experts stress the importance of involving faculty members in the policy-making process, and programs reporting faculty cooperation have done so. The Connecticut Commission for Higher Education noted, "College teachers in America are accustomed to functioning in a self-serving mechanism," and debated how much authority in assessment they should be given. However, it concluded that precisely because faculty are accustomed to such autonomy, they must be closely involved in the assessment process--must set standards and requirements--so that they will not view it as a personal or professional threat.[2] In establishing procedures for assessing experiential learning at William Rainey Harper College, the administration

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[1]Laws, "Strategy for Gaining Institutional Acceptance of Existing Board Policy for Granting Credit for Experiential Learning."

[2]Connecticut Commission for Higher Education, Improvement of Opportunity in Higher Education: Alternative Modes for Earning Undergraduate Degrees and College Credit, U.S., Educational Resources Information Center, ERIC Document ED074939, 1973, pp. 25-26.

decided to appoint a task force that consisted primarily of faculty members because the most "critical scrutiny" would come from them.[1]

Often, faculty react negatively to assessment because they fear and lack faith in the accuracy of the process. Warren suggests three reasons for this fear. First of all, unlike in a classroom where the teacher gets to know the student and can use this impression to support or correct formal evaluation, often in assessment of prior learning, the faculty do not know the student and fear that errors in testing cannot be corrected. Second, faculty fear fraud--plagarism, the student's hiring someone else to take the examination, and cheating. And, third, faculty are often uncertain of the purpose of such assessment and its procedures.[2] Perhaps in part because of some of these fears, faculty seem more comfortable if the assessment process is well-documented and the records maintained. Closely related to these fears is another mentioned by Bortnick--the problem of maintaining consistency in the assessment process among evaluators.[3]

Another cause for negative faculty reaction is that the assessment process requires the faculty to assume a new role and causes them to fear that their traditional role may be changing. It is true that faculty in non-traditional institutions like

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[1]Frank A. Christensen, Final Report to the Cooperative for the Assessment of Experiential Learning, U.S., Educational Resources Information Center, ERIC Document ED112985, 1975, p. 14.

[2]Warren, pp. 129-131.

[3]Bortnick, p. 23.

Minnesota Metropolitan find that they become facilitators and evaluators rather than instructors.[1] And, elsewhere in traditional settings, faculty are apprehensive that assessment is a threat "to their role as producers, conveyors, and evaluators of knowledge."[2] This same group of faculty may also suspect that students seeking such credit are looking for something easier than classroom learning,[3] and they may feel uncomfortable at the idea of working with students who are not usual or traditional[4] and who have not been pre-selected by traditional screening devices like required rhetoric classes.[5]

Other important reasons for faculty fear of the assessment process are that it will reduce enrollments farther in a period of declining enrollment or that outside experts used in evaluation will usurp the faculty's traditional role on campus and make

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[1]Douglas Moore, "Evaluating and Accrediting Learning, Not Life Experience," in Robert J. Barrak and Roger S. McCannon, eds.,Learning in an Open Society: Credit for Experience, U.S. Educational Resources Information Center, ERIC Document ED111239, p. 16.

[2]Trivett, p. 62.

[3]Mark Gelber, "Initiating and Implementing a Nontraditional Program," in Organizing Nontraditional Study, ed. Samuel Baskin, New Directions for Institutional Research, No. 4(San Francisco: Jossey-Bass Publishers, 1974), p. 33.

[4]Ibid., p. 35.

[5]Trivett, p. 62.

legitimate learning not presently considered academic. These factors are mentioned by Kray,[1] Whitaker,[2] and Gelber.[3]

Finally, faculty react negatively because they fear that the process will cost too much, will drain resources from the traditional programs;[4] and because they do not believe that they will be fairly compensated[5] or because they fear that assessment credits will reduce teaching loads for their departments.[6]

As a review of the background for the work of this practicum should demonstrate this study was closely related to the objectives of the curriculum development module, for it sought to implement a major curricular and instructional innovation at Black Hawk College--the assessment of prior learning, the recognition that such learning can take place in non-academic settings, and clarification of the procedures for such assessment and the applicability of credit earned in this way within the college curriculum.

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[1]Eugene Kray, reactor, "A Non-Traditional Approach to Meeting Community Education Needs," Summer Institute for Community College and Educational Leaders, Hollywood, Florida, July 30, 1976.

[2]Urban G. Whitaker, "Assessors and Their Qualifications," in Experiential Learning: Rationale, Characteristics, and Assessment, p. 210.

[3]Gelber, p. 35.

[4]Ibid.

[5]Kray, "A Non-Traditional Approach to Meeting Community Education Needs."

[6]Whitaker, p. 210.

PROCEDURES

1. Based upon the survey of pertinent literature, a questionnaire was constructed. (See Appendix C.) This questionnaire had four parts as follows.

   (1) A request for information in relation to the program area, academic rank, and teacher's perception of which of those types of learning delineated by Meyer[1] that he seeks to teach. This information was requested to provide the basis for comparative analysis.

   (2) A survey of the faculty's existing knowledge of the most important parts of current college procedures for granting academic credit for prior, non-sponsored learning--i.e., responsibility for granting credit, applicability of credit to degrees granted, the manner in which such credit is transcripted, and the fee charged the student for the assessment. Here three answers were possible: "yes," "no," or "don't know."

   (3) A survey of faculty attitudes toward the validation of such learning: whether or not "college-level" learning can be attained outside a formal academic setting and can then be validated; whether or not the instructor believes that the process should occur and that adults have a "right" to expect such validation; whether or not the instructor believes

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[1]Meyer, pp. 21-22.

that the procedure will affect enrollment, either adversely or positively; whether or not the instructor views this procedure as one requiring the student to pay the "full cost"; whether or not the instructor accepts as important the writing of behavioral objectives for student use, in the view of many a first step toward such assessment; and whether or not the instructor sees learning as teacher-centered, involving the teaching of attitudes and values. The last two attitudes were included to provide the basis for a comparative analysis. The attitudes surveyed in this part of the questionnaire dealt with the following two components suggested by CAEL: First of all, program rationale, including the purpose of the assessment program, whether or not it should occur, and whether or not adults have a right to such an option, and, second, the financing of the program, especially whether or not, at a time of serious financial constraints, the college should assume part of the cost of assessment. To quantify responses in this section, a Likert scale was used, especially since such a response scale is well-suited to attempts to elicit attitude and also to statistical analysis.

[4] A survey requesting faculty opinion on the importance of those parts of the process for assessing prior, non-sponsored learning that are in use elsewhere. This list was determined by a survey of practices elsewhere. In order to keep it reasonably short, some optional practices were omitted. It was determined that, at least in the initial stages, some

practices would cause too much negative response to be included. Since current college procedures allow assessment credit only for existing college courses or academic disciplines, it was determined not to suggest as an option the use of outside experts, even though learning in some legitimate academic areas, like home economics and Greek can not be evaluated by existing full-time faculty. Also the hiring of new faculty for the assessment was not included as an option since currently faculty positions are being eliminated because of enrollment declines and budgetary constraints. The option of granting credit for length of time spent in an experience was not included because it would be received negatively by the faculty and because such a procedure is not recommended by experts. Additionally, it was determined that the following options would not be included because of their complexity: a request for a choice of actual possible methods to be used in assessment, like simulation tests, because their choice would depend upon the type of learning to be evaluated; a request for specific preferences concerning methods of charging the student for the assessment because the choice is a complex one and good models do exist that could be evaluated based upon faculty responses elsewhere in the questionnaire; a request for a response as to whether or not the validation should be competency-based because it was not known how many of the faculty would understand the meaning of this term or would be prepared to conduct such assessment; and a request for a choice of equating such learning to something other than the credit hour,

because of the faculty's lack of familiarity with any other concept and because it differs so radically from current practice. Even though Meyer suggests that an early basic decision on the "level of abstraction" be made, alternatives were not included because it was felt that they could not be adequately explained in a short survey. It was anticipated, however, that some direction here would be received from information requested in the first part of the questionnaire in which the faculty member indicated the types of learning that he directs. In addition, the list did not include some existing practices judged so basic or non-controversial as not to be questioned--for example, the availability of written guidelines and an appeal of the decision for the student. However, the list did include some of those decisions in areas suggested by CAEL as basic: faculty preference as to method of compensation for assessment; offering a course, either required or optional, to instruct the student in the method for determining his prior learning and validating it; the use of more than one decision-maker in the process; the requirement that a student construct a portfolio; the use of a required interview; the necessity that credit granted be related to the student's future goals; the use of such credit to satisfy a degree's general education requirements; the limitation of the assessment option to adults; the applicability of the credit to more than the college's external degree program--the ALS degree; and the form of

recording the credit on the transcript and the use of a narrative transcript. In addition, this section of the questionnaire included as choices procedures that have been found to among those preferences of faculty that serve to overcome negative reaction: first of all, methods to assure the faculty of greater accuracy in assessment--the interview to allow the faculty to correct possible errors in testing, the use of more than one assessor, and a written evaluation statement; second, a faculty monitoring committee to ensure consistency; and, third, a central file of portfolios to allow the faculty to substantiate their judgments with written evidence in case of question or examination. In this fourth part of the questionnaire, terms that might need definition were starred and defined on the back of the sheet. This section of the questionnaire was a checklist only and did not attempt to represent any scale of value. The ranking system was rejected as too time-consuming for the respondents even though it might have provided better data.

2. The questionnaire was validated by administering it to six part-time faculty members who were not to be included in the population surveyed. It was determined that the directions were clear and that the items possessed the ability to discriminate. Based upon this validation as well, it was determined that completing the questionnaire would require ten to fifteen minutes.

3. A cover letter was prepared. [See Appendix C.] This letter indicated the background and purpose of the study, the method used to afford the respondent protection of identity, the promise for debriefing, a request for cooperation, and directions for returning the questionnaires. The use of coded questionnaires as explained in this cover letter provided the basis for a follow-up in the event that a 70% response rate was not achieved by the first deadline and a bias study if such a rate could not be achieved after follow-up.
4. Appropriate methods for statistical evaluation of the responses were determined based upon the purposes of the study: to determine faculty knowledge of current practices, faculty attitudes toward assessment and faculty preference in relation to procedures, and, then, based upon these findings, to make recommendations. Methods were determined as follows.
   [1] Faculty knowledge of existing practices as elicited by Part II of the questionnaire would be determined by simply counting the number of correct responses to each of the five statements, the number of incorrect responses, and the number of responses indicating no knowledge. These results were expressed as simple percentages of the total number who had responded to each item. Somewhat arbitrarily, it was determined that if 25% either did not know the correct answer or answered incorrectly, it would be necessary to recommend faculty education in relation to this item. If tallies of all responses divided into these three categories and expressed as percentage scores showed that 25% did not

know the correct response or had answered incorrectly, it would be necessary to recommend a general faculty education program in relation to the entire area of the assessment of prior, non-sponsored learning. In addition, if such a general education program was suggested in order to determine if it should involve all faculty or faculty in just one program area, responses were also tallied by program area of respondents and expressed in percentages. If 75% of both groups had not answered correctly, it would be recommended that the education program be the responsibility of the provost; if 75% of only one group had not answered correctly, it would be recommended that the education program be the responsibility of the appropriate dean.

[2] Using the third section of the questionnaire, faculty attitudes toward assessment were determined. Here, items 1, 2, 4, and 5 were judged to be positive and items 3 and 6 were judged to be negative. The positive items were scored as follows:

SA=5, A=4, U=3, D=2, SD=1.

The negative items were scored as follows:

SA=1, A=2, U=3, D=4, SD=5.

In this way, following procedures recommended by Tuckman,[1] the scoring of negative items was reversed so that the total

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[1]Bruce W. Tuckman, Conducting Educational Research(New York: Harcourt, Brace, Jovanovich, Inc., 1972), p. 159.

score would reflect positive attitude. A mean was then determined for each of these six items and for the totals of all six. The mean for all items was used to determine the degree of faculty support of the assessment of prior, non-sponsored learning. This finding would affect recommendations concerning the level of involvement that the college should attempt in relation to assessment. The mean for individual items was used to determine the primary reasons for the faculty attitude toward assessment: general acceptance of the possibility of learning outside an academic setting, personal feelings of the possibility of such assessment, personal feelings about its prudence, personal feelings about its appropriateness for non-traditional adult students, and personal feelings about the possible effects of such assessment on enrollment.

Using this same data, next areas of negative and positive attitudes were determined by academic rank and program area. To do so, the following null hypotheses and statistical methods were used:

--To determine attitude in relation to academic rank, the null hypothesis, "Faculty positive reaction to the assessment of prior, non-sponsored learning is not determined by academic rank," an eight-cell contingency table the mean of total positive responses and academic rank was established as follows:

	FAVORABLE	UNFAVORABLE
INSTRUCTOR		
ASS'T PROF		
ASSOC PROF		
PROFESSOR		

Favorable was any mean total individual score on all items of 4.0 or above. Unfavorable was any mean total individual score on all items of 3.99 or below. A two-tailed $\overline{X}^2$ test at a critical level of .05 was used to test the null hypothesis.

--To determine attitude in relation to program area, the null hypothesis, "Faculty positive reaction to the assessment of prior, non-sponsored learning is not determined by teaching program area," a four-cell contingency table including mean total positive response and program area was established as follows:

	FAVORABLE	UNFAVORABLE
UPP		
CAREER		

Favorable and unfavorable were defined as above. A two-tailed $\overline{X}^2$ test at a critical level of .05 was used to test the null hypothesis.

It was determined that these findings would affect recommendations concerning education and strategies for implementation by determining areas of negative response from within the

faculty.

Next, using data from Section 3, it was necessary to to determine faculty response to whether or not the student should pay the full cost of assessment. Here, responses were scored as follows: SA=5, A=4, U=3, D=2, SD=1; and, then, the mean was calculated. This finding would affect recommendations concerning the method of passing on the cost of assessment.

Next, data from items 8 and 9 of Section 3 was used to determine whether or not teaching style affected attitude toward assessment. All respondents were divided into two groups: those with mean positive scores on items 1, 2, 3, 4, 5, and 6 of 3.5 or above, and those with scores on these items of 3.49 or below. Then the following null hypotheses and statistical methods were used:

--To determine attitude in relation to the acceptance of the value of the use of behavioral objectives, the null hypothesis, "Faculty positive reaction to the assessment of prior, non-sponsored learning is not determined by attitude toward the use of behavioral objectives," a ten-cell contingency table was established as follows:

	FAVORABLE	UNFAVORABLE
SA		
A		
U		
D		
SD		

The division by responses on the Likert scale was based upon responses to item 8: "Students should be given written behavioral objectives for classes." A two-tailed $\bar{X}^2$ test at a critical level of .05 was used to test the null hypothesis. If the null hypothesis was disproved, it was decided that recommendations and strategies for implementation might seek to involve those who use behavioral objectives or might seek to increase their number.

--To determine attitude in relation to the acceptance of the importance of a teacher-centered learning environment--what Kray called the "cognitive constructionist" school--[1] the null hypothesis, "Faculty positive reaction to the assessment of prior, non-sponsored learning is not determined by attitude to the importance of a teacher-centered learning environment," a ten-cell contingency table was established as follows:

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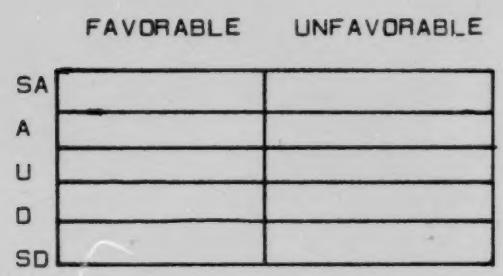
[1]Eugene J. Kray, Faculty Attitudes Toward Assessment of Experiential Learning, U.S., Educational Resources Information Center, ERIC Document ED108728, 1975, p. 22. Kray found a significant difference between faculty who assess experiential learning and faculty who do not. Most of the assessors are from the "cognitive constructionist" school--those who believe "that learning is a process of gaining or changing insights, outlooks, or thought patterns."



The division by responses on the Likert scale was based upon responses to item 9: "Students learn much from their teacher, his values, and his attitudes toward his subject." A two-tailed $\overline{X}^2$ test at a critical level of .05 was used to test the null hypothesis. If the null hypothesis was disproved, it was decided that perhaps recommendations and strategies for implementation might seek to involve those who believe that the learning environment should be teacher-centered.

[3]Using the fourth section of the questionnaire, faculty opinion toward the procedure for assessment was determined by tallying the number of checks for each item, by arranging items in a rank order from that one most frequently checked, and by then making some value judgments based upon frequency of checks. Since "required course to instruct students in methods to identify and document prior learning" and "option course of this type" were similar, they were tallied as one without duplication and also separately and were considered in both ways in the ranking. The same procedure was used in relation to the items "compensation

to the faculty by over-time pay for assessment" and "compensation to the faculty by a reduced workload."

Somewhat arbitrarily, it was determined that any item that received at least 50 checks--that is, that had been checked by at least approximately 60% of respondents--would be recommended as part of the procedure. It was determined that any item that received at least 33 checks--that is, that had been checked by approximately 40% of those responding--would be considered as a part of the recommended procedures but not necessarily included unless it could be justified in some other way as well.

[4] Finally, to determine the types of assessment procedures that would have to be considered, responses to the last part of Section 1 of the questionnaire--the teacher's perception of types of learning required in his courses as delineated by Meyer--were tallied. If the student were required to learn facts, paper tests could be used for assessment, with, of course, existing national tests like CLEP being of considerable use here. If the student were required to demonstrate skill mastery, the examination of a product produced by the student, psychomotor tests, performance tests, and simulation tests could be used. If the student were required to analyze and apply what he has learned or to synthesize learning from several fields, paper tests, psychomotor tests, performance tests, simulation tests, and oral examinations or interviews could be used. The relative importance of each

of these learning requirements was determined by transferring the number of checks into a percentage total of number of respondents checking the item. This information would be used to assist in determining the procedures and the strategies for implementation.

5. The questionnaire was distributed to the entire population to be surveyed. That population was determined to be members of the full-time faculty in the university parallel and career program areas--those two program within the college involved in offering college credit courses. The list of faculty to be surveyed was taken from the 1976-77 college catalog and then corrected to eliminate those on leave. As a result, the questionnaire was distributed to 106 faculty, allowing approximately two weeks for return.
6. When over 70% had responded within two weeks, it was determined that no follow-up or bias study needed to be completed. The results were tallied and then distributed to all those who had been surveyed. [See Appendix D.]

These procedures were designed to lead to results that would determine degree of knowledge, attitudes toward assessment and their possible causes, the degree of faculty acceptance of the assessment process, the important characteristics of those who potentially support or oppose the process, the type of financial decisions that must be recommended, and necessary and possible procedures and methods for assessment. Thus, they should result in that information necessary to recommend procedures that would best reflect faculty attitudes and preferences.

RESULTS

(1) Responses to Questionnaires: Of the 106 questionnaires distributed, 83--or approximately 78%--were returned by the first deadline date. Accordingly, a response rate of 78% was judged satisfactory, and no follow-up was completed.

(2) Knowledge of Existing Practices: Tables 1 and 2 summarize responses to the first section of the questionnaire. It should be noted that on no occasion, either in totals or in responses to individual items, does correct knowledge reach or exceed the 75% level. Also, degree of correction knowledge is approximately the same in both the university parallel and the career program areas. As a group, the faculty lacked most correct knowledge in relation to the student's method of payment, the way in which assessment credit is recorded on the transcript, and the applicability of such credit to college degrees. Approximately 68% of the faculty responded correctly to the first item--that credit is granted by the faculty through their departments. Although responses on this item were more correct than on any other item, they did not achieve the 75% level established in the procedures section of this paper as acceptable. In Table 2, designation of responses by program area was based upon the individual's response in Section 1 of the questionnaire.

Table 1

Faculty Knowledge of Existing Practices

Item	1 Correct %age	Number	2 Incorrect %age	Number	3 Didn't Know %age	Number	4 2+3 Total %age	Number
1	68%	55	9%	7	23%	19	32%	26
2	41%	32	27%	21	32%	25	59%	46
3	29%	23	28%	22	44%	35	71%	57
4	12%	10	20%	16	68%	55	88%	71
5	36%	29	13%	10	51%	41	64%	51
TOTAL	37%	149	19%	76	44%	175	63%	251

Table 2

Faculty Knowledge of Existing Practices
by Program Areas

Program Area	Item	1 Correct %age	Number	2 Incorrect %age	Number	3 Didn't Know %age	Number	4 2+3 %age	Number
UPP	1	67%	31	7%	4	24%	11	33%	15
UPP	2	43%	20	28%	13	28%	13	56%	26
UPP	3	29%	13	33%	15	38%	17	71%	32
UPP	4	9%	4	24%	11	67%	31	91%	42
UPP	5	33%	15	18%	8	49%	22	67%	30
UPP TOTAL		36%	83	22%	51	41%	94	64%	145
Career	1	68%	17	4%	1	28%	7	32%	8
Career	2	25%	6	33%	8	42%	10	75%	18
Career	3	16%	4	24%	6	60%	15	84%	21
Career	4	16%	4	8%	2	76%	19	84%	21
Career	5	36%	9	4%	1	60%	15	64%	16
CAREER TOTAL		32%	40	15%	18	53%	66	68%	84

In Tables 1 and 2, "Items" referred to are as follows:

Item 1: BHC faculty grant credit for prior learning through their departments.

Item 2: BHC dean[s] grant college credit for prior learning.

Item 3: This credit may be applied to any BHC degree.

Item 4: Credit awarded for prior learning is clearly marked as such on the transcript.

Item 5: Students pay regular tuition for credit earned by the assessment of prior learning.

[3] Faculty Attitudes: Table 3 summarizes the degree of general faculty positive attitude toward the assessment of prior learning. As explained in the procedures section of this paper, to do so, responses were converted to statement of positive attitudes for six items in Section 2 of the questionnaire. The most positive response--SA for a positive statement or SD for a negative statement--was assigned a value of 5 points. Then, in decreasing order, other responses were assigned values of 4, 3, 2, or 1 points. The number of responses in each category was multiplied by the respective point value, and, thus, a point total was obtained for each item. Based upon the number of responses and these point totals, a mean was calculated for each item and for all six items together.

Faculty were most positive--4.2 and 4.0 respectively--to the concepts that college-level learning could be attained outside a formal classroom and that it could then be evaluated. On the point scale used, 4 represented agreement and 5, strong agreement. On the other four items, mean response ranged between 3.4 and 3.6, with 3 representing "undecided" and 4, "agreement." The mean for all six items was 3.7, coming close to "agreement."

Table 3 just below summarizes these results.

Table 3

General Faculty Positive Attitude

Item	Point Value of Response 5		4		3		2		1		Total		Mean
	a	b	a	b	a	b	a	b	a	b	a	b	
1	33	165	40	160	5	15	4	8	1	1	83	349	**4.2**
2	23	115	41	164	13	39	3	6	2	2	82	326	**4.0**
3	10	50	45	180	11	33	10	20	7	7	83	290	3.5
4	11	55	46	184	10	30	13	26	3	3	83	298	3.6
5	7	35	35	140	26	78	12	24	2	2	82	279	**3.4**
6	8	40	40	160	26	78	8	16	0	0	82	294	3.6
TOTAL	92	460	246	988	91	273	50	100	15	15	495	1836	3.7

a=number responding
b=total point count for that number

Tables 4, 5, and 6 summarize the results of statistical evaluation of the data to test the null hypothesis, "Faculty positive reaction to the assessment of prior, non-sponsored learning is not determined by academic rank." As was explained in the procedures section of this paper, faculty respondents were divided into two groups--favorable, or those with mean positive responses to the six selected items of 4.0 or above, and unfavorable, or those with mean positive responses of 3.99 or below. A $\bar{X}^2$ test at a critical level of .05 was used to test difference among groups to determine significance. As shown in Table 6, the calculated value of $\bar{X}^2$ did not exceed the critical value. Therefore, the null hypothesis was retained, and it was concluded that positive response to the assessment of prior learning was not related to the respondent's rank.

Table 4

Classification of Observed Attitude
Mean by Academic Rank

F_o

Classification	Favorable	Unfavorable	Total
Instructor	2	4	6
Ass't Prof.	15	19	34
Assoc. Prof.	10	19	29
Professor	8	5	13
TOTAL	35	47	82
	42.7%	57.3%	100%

Table 5

Expected Attitude Means by Academic Rank
Assuming Independence of Classification

F_e

Classification	Favorable	Unfavorable	Total
Instructor	2.6	3.4	6
Ass't Prof.	14.5	19.5	34
Assoc. Prof.	12.4	16.6	29
Professor	5.5	7.5	13
TOTAL	35.0	47.0	82
	42.7%	57.3%	100%

Table 6

Calculation of Chi Square

Classification	f_o	f_e	$[f_o-f_e]^2$	$\frac{[f_o-f_e]^2}{f_e}$
Instructor Fav.	2	2.6	.36	.138
Instructor Unfav.	4	3.4	.36	.106
Ass't Prof. Fav.	15	14.5	.25	.017
Ass't Prof. Unfav.	19	19.5	.25	.013
Assoc. Prof. Fav.	10	12.4	5.76	.460
Assoc. Prof. Unfav.	19	16.6	5.76	.350
Professor Fav.	8	5.5	6.25	1.140
Professor Unfav.	5	7.5	6.25	.830
			$\bar{x}^2$ =	3.054

$\alpha = .05$

$df = 3$

$\alpha = 7.82$

$$\bar{x}^2 = \sum \left[\frac{[f_o-f_e]^2}{f_e} \right]$$

f_o=observed frequency

f_e=expected frequency

Tables 7, 8, and 9 summarize the results of statistical evaluation of the data to test the null hypothesis, "Faculty positive reaction to the assessment of prior, non-sponsored learning is not determined by teaching program area." As was explained just above, as for Tables 4, 5, and 6, respondents

were similarly divided into two groups--favorable and unfavorable. A $\bar{X}^2$ test at a critical level of .05 was used to evaluate differences among groups to determine significance. As shown in Table 9, the calculated value of $\bar{X}^2$ exceeds the critical value. Therefore, the null hypothesis was rejected, and it was concluded that positive response to the assessment of prior learning was related to the program area in which faculty taught.

Table 7

Classification of Observed Attitude Mean by Program Area

F_o

Classification	Favorable	Unfavorable	Total
UPP	15	32	47
Career	15	12	27
TOTAL	30	44	74
	40.5%	59.5%	100%

Table 8

Expected Attitude Mean by Program Area
Assuming Independence of Classification
f_e

Classification	Favorable	Unfavorable	Total
UPP	19	28	47
Career	11	16	27
TOTAL	30	44	74
	40.5%	59.5%	100%

Table 9

Calculation of Chi Square

Classification	f_o	f_e	$[f_o-f_e]^2$	$\frac{[f_o-f_e]^2}{f_e}$
UPP Favorable	15	16	16.00	.842
UPP Unfavorable	32	16	16.00	.571
Career Favorable	15	16	16.00	1.450
Career Unfavorable	12	16	16.00	1.000
			$\bar{x}^2$ =	3.863

$\alpha = .05$
$df = 1$
$d = 3.84$

$$\bar{x}^2 = \sum \left[\frac{[f_o-f_e]^2}{f_e} \right]$$

f_o=observed frequency

f_e=expected frequency

Table 10 summarizes faculty attitude toward the requirement that students pay the "full cost" of assessment. Approximately 39% disagree with such a procedure; the other 61% range in response from "undecided" to "strongly agree."

Table 10

Faculty Attitude Toward
Student Paying Full Cost

	SA	A	U	D	SD	Total
Number of Responses	18	28	20	15	2	83
Number of Points	90	112	60	30	2	274

MEAN = 3.54

SA=Strongly Agree, 5 points
A=Agree, 4 points
U=Undecided, 3 points
D=Disagree, 2 points
SD=Strongly Disagree, 1 point

Tables 11, 12, and 13 summarize the results of statistical evaluation of the data to test the null hypothesis, "Faculty positive reaction to the assessment of prior, non-sponsored learning is not determined by attitude toward the use of behavioral objectives." As was explained in relation to Tables 4, 5, and 6 just above, respondents were divided into two groups--favorable and unfavorable. A $\bar{x}^2$ test at a critical level of .05 was used to evaluate differences among groups. As shown in Table 9, the calculated value of $\bar{x}^2$ did not exceed the critical value. Therefore, the null hypothesis was retained. However, it should be

additionally that the calculated value of $\bar{x}^2$ comes very close to the critical value, and, as shown in Table 13, if that value were to be set at .10 and not .05, it would clearly exceed it. As Tuckman esplains, the use of .05 is an arbitrary decision, and findings that reach a degree of confidence of from .05 to .10 are often interpreted as "trends."[1] If such is the case, here, even though the null hypothesis is retained, a "trend" in the direction of the affirmative hypothesis should be noted.

Table 11

Classification of Observed Attitude Means by Attitude to Behavioral Objectives

F_o

Classification	Favorable	Unfavorable	Total
Strongly Agree	6	14	20
Agree	14	7	21
Undecided	10	12	22
Disagree	3	12	15
Strongly Disagree	1	3	4
Total	34	48	82
	41.5%	58.5%	100%

[1] Tuckman, p. 224.

Table 12

Expected Attitude Mean by
Attitude Toward Behavioral Objectives
Assuming Independence of Classification

f_e

Classification	Favorable	Unfavorable	Total
Strongly Agree	6.8	13.2	20
Agree	8.7	12.3	21
Undecided	9.1	5.9	22
Disagree	6.2	8.8	15
Strongly Disagree	1.7	2.3	4
Total	34.0	48.0	82
	41.5%	58.5%	100%

Table 13

Calculation of Chi Square

Classification	f_o	f_e	$(f_o-f_e)^2$	$\frac{(f_o-f_e)^2}{f_e}$
Favorable SA	6	6.8	.64	.094
Unfavorable SA	14	13.2	.64	.049
Favorable A	14	8.7	28.09	3.229
Unfavorable A	7	12.3	28.09	2.284
Favorable U	10	9.1	.81	.089
Unfavorable U	12	5.9	.81	.137
Favorable D	3	6.2	10.24	1.652
Unfavorable D	12	8.8	10.24	1.164
Favorable SD	1	1.7	.49	.288
Unfavorable SD	3	2.3	.49	.213

$\bar{x}^2 = 9.199$

$\alpha = .05$ $\quad df = 4$ $\quad \alpha = 9.49$

$\alpha = .10$ $\quad df = 4$ $\quad \alpha = 7.78$

f_o=observed frequency

f_e=expected frequency

Table 13 continued

$$\bar{X}^2 = \frac{[f_o - f_e]^2}{f_e}$$

Tables 14, 15, and 16 summarize the results of statistical evaluation of the data to test the null hypothesis, Faculty positive reaction to the assessment of prior, non-sponsored learning is not determined by attitude to the importance of a teacher-centered learning environment." As was explained in relation to Tables 4,5, and 6, respondents were similarly divided into two groups--favorable and unfavorable. A $\bar{X}^2$ test at a critical level of .05 was used to evaluate differences among groups to determine significance. As shown in Table 16, the calculated value of $\bar{X}^2$ does not exceed the critical value. Therefore, the null hypothesis is retained, and it is concluded that faculty positive attitude is not determined by its attitude toward the importance of a teacher-centered learning environment.

Table 14

Classification of Observed Attitude Mean
by Attitude Toward Teaching Environment

f_o

Classification	Favorable	Unfavorable	Total
Strongly Agree	12	14	26
Agree	18	29	47
Undecided	3	2	5
Disagree	2	3	5
Strongly Disagree	0	0	0
Total	35	48	83
	42.2%	57.8%	100%

Table 15

Expected Attitude Mean by Attitude
Toward Teaching Environment Assuming
Independence of Classification

f_e

Classification	Favorable	Unfavorable	Total
Strongly Agree	11.0	15.0	26
Agree	19.9	27.1	47
Undecided	2.1	2.9	5
Disagree	2.9	2.1	5
Strongly Disagree	0.0	0.0	0
Total	35.0	48.0	83
	42.2%	57.8%	100%

Table 16

Calculation of Chi Square

Classification	f_o	f_e	$(f_o-f_e)^2$	$\frac{(f_o-f_e)^2}{f_e}$
Favorable SA	12	11	1.00	.0909
Unfavorable SA	14	15	1.00	.0667
Favorable A	18	19.9	3.61	.1814
Unfavorable A	29	27.1	3.61	.1332
Favorable U	3	2.1	.81	.3857
Unfavorable U	2	2.9	.81	.2793
Favorable D	2	2.1	.81	.3857
Unfavorable D	3	2.9	.81	.2793
Favorable SD	0	0.0	0	0
Unfavorable SD	0	0.0	0	0
				$\bar{x}^2$ =1.8020

α = .05
df= 4
χ^2= 9.49

$$\bar{x}^2 = \sum \left[\frac{(f_o-f_e)^2}{f_e} \right]$$

f_o=observed frequency
f_e=expected frequency

(4) Faculty Opinion on Procedures: Table 17 summarizes the results of the fourth section of the questionnaire, the part in which respondents indicated their opinions concerning what procedures should be included in the assessment process. A line divides those items receiving 50 or more checks from the others. As indicated in the procedures section of this paper, these steps were to be recommended. A bracket marks those receiving between 33 and 49 checks. As indicated in

the procedures section, these were to be considered as a part of the recommended procedures if justified in some other way as well. Those items below the bracket were checked by fewer than 40% of the respondents as necessary.

Table 17

Opinion on Parts of Procedure in Rank Ordering

Received 50 checks or more	1. Student compilation of a portfolio
	2. Clear indication on student's transcript that credit was earned by the assessment of prior learning
	3. A required interview of student by faculty evaluator
	4. A written evaluation statement by faculty assessor to explain credit granted
	5. The agreement of more than one faculty member in a department to the evaluation
	6. A narrative transcript
	7. Compensation to the faculty for work in assessment
Received 33 checks or more	8. Compensation to the faculty by over-time pay for assessment
	9. Crediting of assessment hours to a department's total
	10. A central file of portfolios
	11. A required or an optional course to instruct students in methods to determine prior learning before evaluation
	11. A faculty committee to monitor and coordinate assessment
	13. Possible use of such credit toward degree general education requirements
	14. Student's demonstration that the credit is related to his future goals
	15. Limiting the option to adult students
	16. Optional course to instruct students in methods
	17. Compensation to the faculty by a reduced workload
	17. Required course to instruct students in methods
	19. Prior learning credit applicable only to ALS degree

[5] Types of Evaluation Devices To Be Used: Table 18 summarizes by number and percentage faculty response in the first part of the questionnaire in which the respondent indicated his perception of the types of learning required in those courses that he

teaches. Certain assessment procedures most suitable for each of these types of learning are also indicated in Table 18.

Table 18

Types of Learning and Types of Evaluation

Types of Learning	Number Checking	Percent Checking
Learn Facts	65	78%
Demonstrate Skill Mastery	53	64%
Analyze and Apply	81	96%
Synthesize	51	61%

Types of Evaluation Devices Available:

Learn Facts:	Paper Tests
Demonstrate Skill Mastery:	Examination of Product Psychomotor Tests Performance Tests Simulation Tests
Analyze and Apply:	Paper Tests Psychomotor Tests Performance Tests Simulation Tests
Synthesize:	Paper Tests Psychomotor Tests Performance Tests Simulation Tests Oral Exams and Interviews

DISCUSSION, IMPLICATIONS, RECOMMENDATIONS

The work of this practicum involved surveying present practices in relation to the assessment of prior, non-sponsored learning elsewhere; determining the knowledge, attitude, and opinions concerning the procedures for such assessment among faculty at Black Hawk College; and, then, based upon these findings, making recommendations that would be both acceptable to the faculty and consistent with good practice elsewhere. This work was limited to the assessment of those types of prior, non-sponsored learning that could not be evaluated by means of CLEP because the use of this national testing program seems to be operating well at the present time at Black Hawk College. For purposes of discussion, the findings of this paper will be considered in four parts: faculty attitude toward the assessment and the best ways to reflect it; the rationale for the program, a component suggested by CAEL; the procedures for such assessment; and the method of financing the program, another component suggest by CAEL.

(1) Faculty Attitude Toward Assessment: Faculty ignorance of current policies and procedures should be noted first of all. However, even with such ignorance, faculty attitude to assessment is certainly not negative. Faculty were very positive toward the basic concepts--that college-level learning can be attained outside a formal classroom and that it can then be evaluated. They were not negative and in many cases were positive in relation to other attitudes surveyed as well--willingness to participate, belief that adults should have the option, and feeling that such assessment might have a positive

effect upon enrollment.

Positive attitude among faculty did not seem to relate to the academic rank of the respondent--a characteristic that somewhat reflects educational level and teaching experience and ability. Also, it did not seem to relate to faculty attitude toward the importance of a teacher-centered environment. It is of some interest that a faculty that believes so strongly in the importance of the teacher to the educational process would be so willing to assess prior, non-sponsored learning. Positive attitude was related to program area, however. Most positive response came from the career program area and seemed to come also from those advocating the use of written behavioral objectives. The possible explanation for these trends is discussed below.

In general, Black Hawk College faculty attitude toward the assessment process seems to suggest that it will be supported in the future providing appropriate procedures and financial arrangements are achieved.

(2) Rationale for the Program: CAEL suggests that the basic question in relation to rationale is whether or not prior, non-sponsored learning should be recognized at all in a degree program. There is one view--expressed by the Carnegie Commission in Toward a Learning Society--that such recognition reduces the value of a bachelor's degree and makes faculty examiners and not teachers.[1] On the other

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[1]Carnegie Commission, Toward a Learning Society, p. 73.

hand, the Carnegie Commission in Less Time, More Options[1] and the Commission on Non-Traditional Study[2] have supported the assessment of such learning, and it has also won support from a number of educators and institutions through actual implementation and practice.

An underlying question in much of the literature seems to be how much is to be expected of the student in support of his claim to college credit and how rigorous the examination is to be. For those courses stressing skill mastery, especially many of the type found in Black Hawk College's career program area, for which written behavioral objectives exist and in which psychomotor and performance tests are routinely administered and a designated level of competency is required before course credit is granted, the assessment of prior, non-sponsored learning is not difficult. And, in such cases, the evaluator can justify the process and feel comfortable with the results. It may be for this reason at least in part that the survey of faculty attitude undertaken as a part of this study found that faculty in the career program area and those believing that the student should be given written behavioral objectives viewed the assessment of prior, non-sponsored learning most favorably. Faculty in these areas and of this sort are involved in teaching with what Meyer terms "the first level of abstraction"--knowledge or skills

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[1]Carnegie Commission, Less Time, More Options, p. 11.

[2]Commission on Non-Traditional Study, Diversity by Design, p. 125.

that can be assessed by means of a competency list.[1]

On the other hand, there seems to be an underlying belief that during the assessment process the student should demonstrate or articulate that, even though the learning has occurred in a non-academic setting and usually without formal planning and instruction, he somehow has gone through a process similar to the one in which the traditional student in the classroom is engaged. Thus, very often, on what Meyer terms "the second and the third levels of abstraction," the student must demonstrate an ability to analyze several bodies of knowledge and then to synthesize them.[2] Therefore, the student may be required to demonstrate that he has "reflected" upon his experiences or that he can verbalize the effect of such learning upon himself.[3] It is in relation to these second and third levels of abstraction that assessment becomes especially difficult. And difficulty with the assessment of these levels can be expected at Black Hawk College, for 81 faculty believe that they expect students to analyze and apply what they have learned, and 51 believe that their students must synthesize learning from several different disciplines. In addition, almost all faculty surveyed believe that students learn much from getting to know their teacher, his values, and his attitudes toward his subject. Based upon these responses, it must be concluded that Black Hawk College procedures for assessing prior learning must recognize a potential need to assess all three

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[1] Meyer, pp. 21-22.

[2] Ibid., p. 23.

[3] Ibid., pp. 26-27.

levels of abstraction as delineated by Meyer, although levels may very well vary from one course to another. It also is suggested that faculty evaluators may expect the student being evaluated to demonstrate that he has been affected by his prior, non-sponsored learning in such a way that he will have reached a developmental stage to which it is the purpose of education to bring the traditionally-aged student--i.e., that he has learned how to learn; that he has interests and knowledge in many fields and that he sees their relationships; and that he is mature, stable, capable of clear and objective thought. Thus, evaluators may be assessing the whole man just as much as his possession of a particular skill or set of facts. This possibility has significance especially in the determination of required procedures for assessment, for it necessitates that evaluators have the opportunity not only to test skills and knowledge but also to evaluate outlook and personality. It also suggests one reason why the many volumes of procedures and suggestions developed by CAEL have not been enough to establish assessment procedures at Black Hawk College; they have been based upon clear demonstration on paper as written competencies and paper measurement devices that sort of learning which simply resists such simplification.

Also of importance in relation to rationale is the question of the purpose of the program. Is it to open access and accelerate progress for adult students who previously have been denied higher education or who have not selected it before? Or, is it to recruit new students of this type by providing them accelerated or alternate

routes to a degree? Most experts believe that the assessment of prior, non-sponsored learning serves both purposes. Quite a number of Black Hawk College faculty seem undecided on whether or not such assessment would favorably affect enrollment even though they tend to believe that adults have "a right" to expect such evaluation. It is assumed that the actual involvement of faculty in such an assessment procedure will give them additional knowledge about its potential for recruiting new students, but it is anticipated that later evaluations of the program will have to include as one part the evaluation of its success in actually recruiting new students.

(3) Procedures for Assessment: This aspect covers several components recommended by CAEL: preparing the student for assessment, appraising learning outcomes, integrating learning with future plans, defining credit policies, and recording learning outcomes. Specific information concerning faculty opinion on alternate procedures resulted from Section 4 of the questionnaire.

In relation to preparing the student for assessment, it is assumed that providing the student with written guidelines is basic; simply, they must be developed. However, specific recommendations going much farther include a college's responsibility to provide actual formal assistance to the student by assigning him an advisor, by offering a course designed to prepare him for the assessment process, or by offering workshops on the topic. At present, complete and clear written guidelines do not exist at Black Hawk College, and most of the evaluators themselves to whom the student is sent are not well-prepared for the process. An alternative would be providing

the student a course, either optional or required, in how to determine or identify his prior learning and how to document it. It is assumed that such a course would involve a study of the methods and theory of learning, of how to determine and articulate competencies, and of how to prepare documentation in the form of a portfolio. It should be noted that such a course as a possible part of procedures received only limited support from Black Hawk College faculty and then only as an optional course and not as required. One possible explanation is that the faculty did not see such a course as worthwhile, rigorous, or academically defensible. It is assumed that, if a course of this quality were developed, faculty attitudes might be different.

An important consideration in relation to such a course is the nature of the demands upon the adult student's time. Ordinarily, he is employed full-time; often he is a part-time student; in many cases, he attends college at night; and usually, his schedule is not flexible. For these reasons, he might have difficulty attending a workshop or a formal class offered at only one time during the semester. Therefore, any course of this sort ideally would be variable-entry, self-paced, and offered by means of instructional media so that it would be widely available, both on- and off-campus.

The designing of a course such as this and requiring it as preliminary to assessment assure that the student receives all the assistance that he needs, that he does not pay fees and undertake the process of assessment with little hope of receiving credit, that faculty evaluators meet only with well-prepared students, and that the

college recover some of the cost of actual assessment from student tuition and state apportionment for this course. Thus, in many ways, the offering of such a required course is an attractive possibility even though faculty did not respond with absolute support to this concept in the questionnaire. It is also possible that such a course would not be necessary nor required for that assessment which involves only Meyer's "First level of abstraction." It is of further significance to note that offering such a required course has been recommended at Black Hawk College to assist the student in determining prior learning credit and to complete the degree contracts for the associate in liberal studies degree.

Procedures involved in the appraising of learning outcomes are of considerable importance to faculty, who are, of course, the evaluators. The development of such procedures are, therefore, especially important in gaining faculty support; and, if well-planned, they may actually eliminate potential causes for negative reaction. To assure faculty of the accuracy of assessment results, it is important that a maximum number of decision-makers be involved. For example, a faculty monitoring committee composed of representatives from all disciplines can be used, or the agreement of more than one evaluator from a discipline may be required, or the actual evaluating committee may be required to include representatives from more than one discipline. In the survey of Black Hawk College faculty, it should be noted that there was considerable support for the requirement that more than one faculty member in a department agree to the evaluation. A faculty monitoring committee was not so strongly supported. Probably

such a procedure should not be included in the assessment process unless it is indicated for other reasons.

Another procedure to ensure accuracy in assessment is requiring that the student's compilation of a portfolio be combined with an oral examination or interview.[1] Strong faculty support for such an interview at Black Hawk College requires that it be included as part of the process. Possible reasons for such strong support have been suggested above.

Procedures are also recommended that serve to assure faculty of the consistency of the process. These include a central file of portfolios open to all faculty so that individuals can compare their decisions to those by other evaluators and check for laxness. Closely related are some methods also useful to assure accuracy. These include a faculty monitoring committee to provide consistency, the agreement of more than one evaluator to the decision, and a written statement of evaluation by the assessor explaining the credit granted. Black Hawk College faculty response to these parts of the procedure varies. Because the use of a written statement explaining the evaluation was well-supported, it should be included. In addition, at least one procedure to ensure consistency among departments seems called for--probably a central file of portfolios, which was more strongly supported than the central monitoring committee and which also would serve to assure the faculty that

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[1] Meyer, p. 167.

there will be written support and evidence in case a decision is questioned, especially by an outside agency.

Another part of procedures involves the decision as to whether or not credit granted by assessment must be related to a student's future goals. This question is a complex one. Most would not support a future English teacher's receiving a number of hours of credit for a tank repair course of study completed in the armed forces. Most would not object to his receiving two or three hours of credit in recognition of learning. Most would not want to deny a student in the tool design curriculum a great deal of credit for work and on-the-job training in this area. Probably the requirement that assessment credit be related to a student's future goals, which did not receive very strong support from Black Hawk College faculty, is not necessary in a structured degree program, and all Black Hawk College's degrees are of this type, even the ALS degree which requires a contract that assures that all work is related to future goals.

Closely related is that part of procedures relating to defining credit policies. One question here is whether or not assessment credit may be used to satisfy a degree's general education requirements. In the absence of a narrowly prescribed curriculum and with assurance of the accuracy and consistency of assessment, there seems to be no valid reason for denying the applicability of credit in this respect even though Black Hawk College faculty did not favor such a provision strongly. A disadvantage of the construction of the questionnaire was that, at least in this respect, it did not allow

faculty to register a negative or neutral response.

Another closely related question is whether or not assessment credit should apply to all degrees. If it were to be, it would be limited to the ALS degree, the college's "external degree." However, because such a limitation received no significant support from the faculty, procedures should not restrict its applicability. To do so would also confuse the applicability of credit earned by CLEP and other college proficiency tests, which have been used for many years and have not been questioned and out of which evolved procedures for crediting all types of prior, non-sponsored learning.

As was explained earlier in this paper, it was assumed from the beginning that assessment procedures would result in actual credit hours and would be restricted to recognizable current college courses or disciplines because that is the procedure with which the faculty is best acquainted. However, in relation to the ALS degree, it is possible that competencies required for graduation may be satisfied through the assessment of prior, non-sponsored learning.

Finally, there is the question of how the learning outcomes, or the credits awarded through assessment, are to be recorded. Faculty were offered two options: a narrative transcript or clear indication on a student's transcript that the credit was earned by assessment. The faculty favored both procedures, with an indication on the transcript scoring highest. Because of difficulties in writing and reading narrative transcripts, probably the best procedure would be to mark the credit as gained through assessment and

then place the evaluator's written statement in the student's permanent record--close to the procedure recommended by White.[1] A disadvantage of the design of the questionnaire was that it did not allow the faculty to respond that they wished the credit earned by assessment to be marked on the transcript in no way; however, the response to the items suggesting that it should be indicated as assessment credit is strong enough to indicate that such is the faculty's wish at this time. Before such a procedure would be implemented, however, it is necessary to determine what its impact would be upon a student's transfer.

Two aspects of the procedure included in the questionnaire have not yet been discussed. One is the crediting of assessed hours to a department's total. Some suggest this approach so that faculty will not view assessment hours as lost credit hours and so that work in assessment will be clearly credited to the department. Others fear that credits may be passed out by unscrupulous departments to raise enrollment figures. Over 50% of faculty responding to the questionnaire indicated that this procedure should be a part of the process. It is possible that an alternate procedure that notes assessment hours in a separate column and that credits only a part of them to the departmental total is a possible procedure here.

Another aspect of the procedure on which faculty were surveyed was possible limitation of assessment to adults. It received most limited support, and, even if it had been supported, the use of such a procedure would have to be studied carefully, for the Commission

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[1] White, op. cit.

on Non-Traditional Study has recommended that non-traditional opportunities not be denied to those of traditional age.

[3] Method of Financing the Program: Appendix A provides the cost assessment model developed by CAEL. This model attempts to identify costs for the development of criteria and procedures in one occupational area--the varying costs--and for the execution of the assessment in relation to one student--the fixed costs. It should be noted that many of the varying costs are related to the identification of competencies, the defining of behavioral objectives and the development of appropriate measurement instruments. This model presupposes that assessment will be competency-based. Of course, such procedures and materials have already been developed for many courses at Black Hawk College by faculty who use the "systems approach" to instruction, and, therefore, they are currently available without further cost. On the other hand, in actuality, much evaluation of prior learning that is now being completed at Black Hawk College does not rest upon the determination of and testing for competencies, and, furthermore, many faculty, as suggested by their attitudes toward behavioral objectives, would not wish to become involved in such a process. Perhaps one reason why CAEL models and procedures have not resulted in a systematic implementation of assessment procedures at Black Hawk College is that they have not addressed themselves sufficiently to the second and third levels of abstraction and to those faculty who believe that what they teach can not be reduced to a competency list. In addition, the CAEL model provided in Appendix A does not allow for the wide range

of time required to complete tasks or develop testing materials. Thus, it is almost impossible to estimate the true cost of the development of such materials and techniques. It would also be impossible to find funds within the existing college budget to support efforts of such a cost, and, if these costs were to be passed on to the student, the price would be prohibitive. Clearly, procedures recommended for Black Hawk College must strike a balance between the very time-consuming processes of CAEL and the need to assure that there is sufficient planning to achieve accuracy and consistency.

The only potential source of funds for the development of written criteria for evaluation and extensive planning of appropriate measurement tools within Black Hawk College--and probably the most appropriate source--is the Instructional Research and Development Committee, which as an annual budget of approximately $15,000 to pay faculty over-time salaries or to allow released time for development activities and teaching innovations. Faculty members wishing over-time salaries or released time for such work could be urged to apply to this committee, and, in this way, gradually methods and tools could be developed for courses in which they do not presently exist.

The other costs suggested by CAEL are fixed costs for each student assessed and include the cost of professional time primarily. Once again, actual practices and time requirements would very considerably and would depend upon the availability of developed measurement methods. Here, much professional time could be saved

by the preparation of the student in a required course. Assuming a three-member assessment team and a well-prepared student and faculty examiner, evaluation for credit for from one to three or more courses could be estimated to require the following time:

	Chairman	Other Members	Total
Portfolio Reading	½ hour	-------	½ hour
Interview	1 hour	1 hour each	3 hours
Examinations	1 hour	1 hour each	3 hours
Chairman's Report	½ hour	-------	½ hour
Total	3 hours	2 hours each	7 hours

The CAEL model computes professional time at a rate of $25 per hour; however, it is likely that Black Hawk College faculty would feel adequately compensated at less than this rate, possibly $15 per hour. Thus assuming 7 hours of work divided among a three-member committee, a student could be evaluated in from one to three or more courses at a cost of $105. Assuming that the average number of courses would be two, then an estimated cost per course of $52.50 is required.

Two critical questions are how the faculty member is to be compensated for this work and how the student is to be charged. The Black Hawk College faculty has indicated that it expects compensation and that it prefers this compensation to be in the form of over-time salary. It has also tended to believe that the "full cost" of assessment should be passed on to the student.

Consistent with these faculty attitudes, students should be able to apply to a department for an evaluation of prior learning in relation to one or more courses as appropriate. A three-person faculty committee should complete all parts of the assessment and grant credit for a cost of $105, with $45 being paid to the chairman

in recognition of his greater responsibility and $30 being paid to each of the other two members of the committee. Although not great, these rates seem attractive enough at the present time to be acceptable to the faculty. So that faculty committees will not feel forced to grant credit to be paid, these fees will be paid regardless of the amount of credit granted. On the other hand, it is also necessary to ensure that the faculty spend the time that they are paid for by the fees, and forms and procedures need to be developed to monitor this aspect of assessment.

Based upon the CAEL model, it is estimated that there will be an additional institutional cost of $10 for every course credited. Thus, the actual cost of assessment will range from $115 to $135 for from one to three or more courses depending upon the actual equation of prior learning to existing courses and credits.

The second critical question is how this cost is to be passed on to the student. General recommendations discussed earlier in this paper suggest that students not be charged by the hour so that the institution will not seem to be selling credit. In addition, a student who receives no credit cannot be expected to pay the full cost, although it is anticipated that the number of actually unsuccessful attempts will be small because of guidance provided by the required course.

The $10 institutional cost for each course can quite simply and fairly be passed on to the student by charging him a $10 transcript recording fee for each course credited. The faculty compensation cost is more difficult to anticipate. One reason is an inability, in the absence of any past record, to estimate the student failure rate in achieving credits by assessment. Another is the difficulty

of predicting the actual number of credits to be attained by each student as a result of assessment. In addition, cost should be low enough--ideally no higher than tuition cost--to encourage the student to attempt the procedure. Important here are a number of factors. It is assumed that most students seeking such credit will be adults who can save considerable money in foregone income by eliminating the time required to take courses and who can realize increased earnings because of improved credentials. On the other hand, high costs fall heavily upon the unemployed and the underemployed. It should also be noted that a sliding fee scale is often used upon the assumption that whole blocks of credit are assigned as a result of assessment almost as easily as credit for one course and because such scales encourage the more serious and those for whom the program was primarily intended.

Since the Black Hawk College faculty has indicated that the student should pay the "full cost," this is the cost that must be passed on to him--about $105 per evaluation. Therefore, the following fees and procedures are possible ones:

1. A $25 application fee to be paid at the time of submitting the portfolio for evaluation.
2. A $40 fee paid prior to assessment and after an evaluator has judged the portfolio to be well-prepared and to promise a good chance of gaining credit by assessment.
3. An assessment fee as follows:
   --$25 for 3 hours of credit
   --$35 for 6 hours of credit
   --$40 for 9 hours of credit

4. A transcript recording fee of $10 per course.

Thus, a student who receives no credit pays $65, although he may have been discouraged before assessment on the basis of his portfolio. The student who receives 3 hours of credit pays $100; one who receives 6 hours pays $120; one who receives 9 hours pays $135. Actual cost per credit hour varies from approximately $33 to approximately $15, depending on the number of credit hours received. Any credit awarded on the basis of one committee's evaluation beyond 9 hours is assessed at the $10 per course transcript recording cost only.

These fees may seem high, and, certainly, they are when compared to present tuition rates of $14.50 per hour, but, at such costs, a student could complete an associate's degree entirely by assessment for approximately $900, and, in so doing, he would save two years of time, $930 in tuition and fees, and about $250 in textbook costs. Thus, his degree by assessment would require an actual cost of approximately $280 less than the cost of the traditional route. It should also be pointed out that these fees and procedures relate only to those courses that cannot be assessed by means of CLEP; thus, it is unlikely that one student would have to depend entirely upon this one method. Furthermore, he is not assessed the full cost at one time, thus lessening the burden.

If the average evaluation results in the awarding of 6 or more credit hours, this fee schedule will pass the "full cost" of assessment on to the student and also offers promise of providing a small "margin of profit" to assist in additional instructional costs. Without actual experience, it cannot be predicted what the revenue from

the required course and portfolio reading fees, which are potentially profitable, will be. Nor is there any way to recognize the possible value of this procedure to recruit new students to the college. The implementation of such a plan certainly requires careful study of its costs and revenues after two years with necessary adjustments being made at that time as required. Since it also denies the option to the unemployed and underemployed because of cost, it must also include provisions for financial aid in case of need.

Based upon this analysis, the following recommendations seem required:

1. Faculty in-service training on the assessment of prior learning and on college procedures governing it.
2. Faculty senate consideration and action on the following recommended procedures:
   a. That clear written guidelines be prepared for the student.
   b. That assessment credit be made applicable to all degrees, allowed for use to satisfy general education requirements, but limited to learning clearly represented by existing college courses.
   c. That the student be required to complete a course preparing him for assessment before he undertakes the procedure.
   d. That assessment be agreed upon by the majority of a three-member committee from the appropriate department, and, if a department does not have three available members, that one or more members be selected from membership in a department

representing a similar discipline.

e. That assessment be based upon a student's portfolio, compiled in the required course, and that it be accomplished by those types of tests judged most appropriate to the evaluation.

f. That the process include at least one interview of the student by the committee.

g. That, upon completion of the assessment, the evaluation committee's chairman prepare a written statement explaining the credit granted, the basis on which it was granted, and the type of examination used and that this statement be placed in the student's permanent record.

h. That the student's portfolio be placed in a central file accessible to all faculty evaluators for two years and that it then be placed on microfiche, with the understanding that, in the future, for a fee to cover actual cost, the student may request and receive a copy of it.

i. That assessment credit be clearly marked as such upon the student's transcript and that a study be made of possible effects of doing so upon the student's transfer standing before the procedure is implemented.

j. That students receive prompt written notification of the results of the assessment.

k. That students have available an appeal procedure, first to the appropriate divisional chairman and, then to the appropriate dean.

l. That credit granted by assessment be noted in a department's credit hour totals as a separate item.

m. That all procedures be reviewed two years after implementation and that such an evaluation consider as one aspect the impact of the procedure upon enrollment and as another the actual cost to the institution of the procedure beyond what the student pays in fees.

3. That faculty members be encouraged to apply to the Instructional Research and Development Committee for salary funds to support their efforts in preparing to assess prior learning within their departments or for courses that they teach.

4. That the financial plan, including faculty compensation and student fee schedule, outlined earlier in this section be implemented for a two-year trial period and then reviewed and that the opportunity for financial aid be made available to those in financial need who wish to pursue the assessment procedure.

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APPENDIX A: CAEL Cost Assessment Model

Work Assessment Model: Estimated Cost of Assessment in One Occupational Field

Activity	Time (hours) Professional	Time (hours) Non-professional	Cost[a] Fixed	Cost[a] Per Student[b]
Identification of competencies and development of task inventory	50		$1250	
Interview students	2			$50
Verification of Experience	.5	.5		18
Defining behavioral objectives of courses in curriculum	20		500	
Developing or identifying appropriate measurement procedures and establishing standards	100		2500	
Administering measurement instruments and evaluating results	1	2		45
Transcripting and record keeping	1	3	50	5
Miscellaneous equipment and supplies				5
Total Costs			$3300	$123

[a]Cost of professional time is computed at $25 per hour and nonprofessional time at $10 per hour.

[b]It is assumed that the average student will be assessed in relation to the learning outcomes of two courses in the occupational curriculum.

Source: Sharon, p. 35.

APPENDIX A [continued]: CAEL Assessment Model

Example of Computation of Cost of Assessment

Number of students	50	100
Total fixed costs	$3,900	$3,900
Total per student costs	50x123=$6,150	100x123=$12,300
Total cost	3900+6150=$10050	3900+12300=$16200
Actual per student cost	10050÷50=$201	16200÷100=$162

Source: Sharon, p. 36.

APPENDIX B

RR#2 Box A-717
East Moline, Il 61244
December 28, 1976

Mr. Fred L. Wellman
Executive Director
Illinois Community College Board
544 Iles Park Place
Springfield,
Illinois 62718

Dear Mr. Wellman:

I am NOT writing to you in any official capacity from Black Hawk College, where I am employed, but only as one community college faculty member in Illinois. Currently, I am preparing a set of procedures for our institution to consider for use in formalizing and systematically processing the academic recognition of prior learning. I have available the "canon" of literature on the matter as well as a great deal of "fugitive" material. But, at every turn, I am faced with a seemingly insurmountable problem that, when carried to its ultimate, ends in a situation that seems to cost the state more dollars for education and to deny its adult citizens returning to college those options that are available in many other states.

Let me begin my brief explanation by stating two ground rules that I intend to live by in my efforts. First, the results must be intellectually and academically defensible, and, second, in no way can the mechanisms circumvent even the spirit of state funding principles for community college support. Thus, I am left with the problem of how to assure a high quality faculty evaluation of an individual's prior learning, of necessity often a time-consuming process, while at the same time financing such evaluation without recognition of its cost in the state's funding formula for community colleges. Compounding this question is my realization that the development of a system for formalizing and processing such recognition will undoubtedly increase the number of requests for evaluation.

Thus far, my only answer seems to be that, in view of our district's recent refusal to increase local tax support and the state's failure to provide for established educational innovations in its funding system for community colleges, the total cost for the assessment of prior learning must be paid by the student. Such a procedure denies this option to the economically disadvantaged--those whom many of its proponents seek to serve. It also requires such a price for the process that many others will chose not to risk it, electing instead the traditional route--one that is actually far more expensive to the state and to the individual, often a very wasteful and senseless repetition.

When I read of the direction, leadership, and support given to similar programs in other states, like California and New York, I simply do not understand how Illinois has been able to ignore the issue in relation to its community colleges, the logical base for such efforts. We are not serving the educational needs of our people very well.

My reasons for writing you are as follows: [1] to urge you and your staff to seek clear recognition of the process of the assessment of prior learning, especially in the funding formula, and [2] to ask you of any solutions to the financial problems that I have outlined within the spirit of the present funding formula that would allow partial state support for the cost of awarding college credit by the assessment of prior learning just as such support now exists for the awarding of college credit in the traditional way.

Sincerely yours,

Mary A. Stevens

Mary A. Stevens

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SPRINGFIELD, ILLINOIS 62718
PHONE (217) 782-2495

January 5, 1977

Ms. Mary A. Stevens
RR #2, Box A-717
East Moline, Illinois 61244

Dear Ms. Stevens:

Thank you for your letter of December 28 indicating your concern regarding the problems pertaining to effective evaluation of prior academic learning for adults and the apparent lack of state funding for such programs.

I can certainly sympathize with your concerns because I, too, support stronger efforts by the local community colleges and the state of Illinois in support of adult education in the community colleges and other institutions in our state.

It does appear as if direct state funding for adult education programs in the public community colleges of Illinois has been declining in recent years with the elimination of direct state aid for public service activities, and the reduction in state aid per credit hour for some of the courses directly related to the adult education program. However, the new funding formula, originally proposed by the IBHE Blue Ribbon Committee, does compensate for this declining direct state aid support in adult education. It places the burden on the local college officials to properly allocate funding for adult education programs. Possibly you are aware of some of the details of the new funding formula wherein one cent is "reserved" for the public service adult education activities.

Of course, your community college president, Dr. Alban Reid, has been advocating direct state support for the adult education program as was provided earlier in this decade. However, other officials have been supporting the new approach whereby each local board of trustees has the responsibility for allocating the resources of the college to the various types of programs within an overall state allocation that has been increasing significantly each year. If this does not work we may wish to recommend returning to the program of direct state aid for each program, including the instructional credit courses in adult education in a non-credit service activities. If you wish some more specific information in this matter, I would suggest that you talk with Dr. Reid or please let me know if you wish to have such specific information from our office. My best wishes.

Sincerely yours,

Fred L. Wellman

Fred L. Wellman
Executive Director

FLW:mr
cc: Al Reid
Dick Stone/attachment
Hugh Hammerslag/ "
Jim Howard/attachment
Howard Sims/ "
[illegible]/ "
David Viar/attachment
Dick Erzen/ "
TCCB Staff/ "

CONTAINS PRE-DATED MATERIAL. PLEASE READ SOON. I VERY MUCH NEED YOUR RESPONSES BEFORE FEBRUARY 15.

Dear _____

In 1971, the BHC board of trustees adopted a policy statement that established the evaluation of and the granting of college credit for prior learning--that learning which occurs in a non-academic setting (like on-the-job, in travel, potentially in any life experience) without formal instruction and which, then, is evaluated and equated to college credit at a later date, after-the-fact. Some of this evaluation has been accomplished by means of the CLEP exam, but not all of it can be. I'm interested only in that which cannot be evaluated by CLEP.

Since 1971, then, such prior learning has been evaluated at BHC, but, to my knowledge the faculty has never developed nor has the Faculty Senate approved a set of procedures and and guidelines to regulate and coordinate the assessment.

I'm trying to begin the development of these by surveying your opinions as objectively as I can. My motivations are that I'm interested in the topic, believe that the faculty should establish such procedures, and--yes, also am writing a paper on the topic.

As I'm sure you'll realize, I need a good response rate from you. So to allow me to establish the validity of the results, I must know who has responded, but I really don't want to know what those responses are. Therefore, I have privately (that means out of my pocket) retained the services of Ms. Bertha Kurrl', whose honesty you all know to be beyond question. Using the tiny code number on the bottom of the first sheet of each questionnaire, after hours, she will check it in, and, then, she will carefully tear the number off--along the dotted line.

You'll note that terms needing definition are starred and defined on the back. When you have completed the questionnaire, please fold it in half and staple as indicated. It's been pre-addressed, so just drop it in campus mail.

I realize that responding to this questionnaire will take your time, and I, in turn, will see that each of you receives a copy of the results. I very much appreciate your help.

Mary Stevens

I. Check Appropriate Responses Below

RANK: ☐ Instructor ☐ Ass't Prof ☐ Assoc Prof ☐ Prof

PROGRAM AREA: ☐ Career ☐ UPP (major part of your load)

In most of my classes, I expect students to(check as many as needed)

____Learn facts

____Demonstrate skill mastery

____Analyze and apply what they learn

____Synthesize learning from several disciplines

II. Check Appropriate Responses on Right

	YES	NO	DON'T KNOW
1. BHC faculty grant credit for prior learning through their departments.			
2. BHC dean(s) grant college credit for prior learning.			
3. This credit may be applied to any BHC degree.			
4. Credit awarded for prior learning is clearly marked as such on the transcript.			
5. Students pay regular tuition for credit earned by the assessment of prior learning.			

III. Circle the Response that Represents Your Honest, Candid Opinion

SA=Strongly Agree A=Agree U=Undecided D=Disagree SD=Strongly Disagree

1. College-level learning may be attained by a person outside the classroom and witnout formal instruction. SA A U D SD

2. For most of the courses I teach, I could examine a student and determine whether or not he had met the requirements or objectives through prior, informal learning.. SA A U D SD

3. Even though I could do so, I don't believe that such a procedure should occur. SA A U D SD

4. Adults beginning college have a right to expect such examination and evaluation. SA A U D SD

MORE ON NEXT PAGE

[For Office Use Only--Do not tear off PLEASE.

SA=Strongly Agree A=Agree U=Undecided D=Disagree SD=Strongly Disagree

5. If BHC makes this procedure available, it will recruit new students. SA A U D SD

6. If BHC makes this procedure available, it will cause a decline in registration in credit classes. SA A U D SD

7. If BHC makes this procedure available, applicants should pay the full cost. SA A U D SD

8. Students should be given written behavioral objectives for classes. SA A U D SD

9. Students learn much from getting to know their teacher, his values, and his attitude toward his subject. SA A U D SD

IV. The following items need to be a part of procedures to assess a student's prior learning [check those you feel are necessary].

____student compilation of a portfolio*[defined on back]

____required course to instruct students in methods to identify and document prior learning* before evaluation

____optional course of this type

____a narrative transcript*

____a written evaluation statement by faculty assessor to explain credit granted

____a required interview of student by faculty evaluator

____a central file of portfolios*

____a faculty committee to monitor and coordinate assessment

____the agreement of more than one faculty member in a department to the evaluation

____prior learning credit applicable only to ALS degree

____compensation to the faculty by over-time pay for assessment

____compensation to the faculty by a reduced workload

____clear indication on student's transcript that credit was earned by the assessment of prior learning

____possible use of such credit toward degree general education requirements*

____crediting of assessment hours* to a department's total

____limiting the option to adult students*

____student's demonstration that the credit is related to his future goals

THANK YOU Please complete and return by February 15.

DEFINITIONS

1. PRIOR LEARNING--learning that occurs in a non-academic setting (like on-the-job, in travel, in hobbies)without formal instruction and which is evaluated and equated to college credit at a later date, after-the-fact. In this questionnaire does not refer to that which can be evaluated by means of CLEP(College Level Examination Program).

2. PORTFOLIO--Usually a written record by the student, including a short narrative(almost an autobiography of his prior learning experience), an employment history, a listing of non-college but formal learning experiences, an explanation of the skills or competencies that he has gained and how they relate to existing college courses, and documentation of his statements and record.

3. NARRATIVE TRANSCRIPT--Contains a short paragraph explaining the basis for the awarding of each unit of prior learning credit or for the granting of advanced standing.

4. ASSESSMENT HOURS--credit granted on the basis of the evaluation of prior learning.

5. ADULT STUDENTS--older than traditional community college age, most probably 25 or older.

6. GENERAL EDUCATION REQUIREMENTS--like BHC's Group A, B, and C requirements, ordinarily required course work in social sciences, science, fine arts, humanities, and the like.

PLEASE RUSH TO BERTHA KURRLE,
English Department
Building 1

Staple Here

APPENDIX B: Report to Respondents of the Results of the [illegible]
Survey

February 20, 1977

TO: Full-Time UP Programs and Career Programs Faculty
FROM: Mary Stevens
SUBJECT: Responses to A Recent Questionnaire

Recently, I asked you to take some time to respond to a series of questions concerning the validation and crediting of prior, non-sponsored learning. I especially appreciate the good return rate that the questionnaire had--76%--which saved me some further work.

Attached you will find a summary of the responses that I received.

Part II was to determine faculty knowledge concerning this crediting. You may be interested to know the correct answers: [1] Yes, [2] No, [3] Yes, [4] No, [5] No.

Part III was to determine your attitudes, and Part IV was to determine your preferences toward optional procedures that are in use elsewhere.

The data included in Part I was to allow me to determine any significant differences between groups responding.

Once again, thank you for your help.

Please complete and Return by February 15.

106 DISTRIBUTED
83 RETURNED
78% RATE OF RETURN

I. Check Appropriate Responses Below

No Ans.

83 RANK: /8/ Instructor /36/ Ass't Prof /29/ Assoc Prof /13/ Prof 1

83 PROGRAM AREA: /27/ Career /46/ UPP [major part of your load] 10

In most of my classes, I expect students to[check as many as needed]

65 Learn facts

53 Demonstrate skill mastery

81 Analyze and apply what they learn

51 Synthesize learning from several disciplines

II. Check Appropriate Responses on Right

	YES	NO	DON'T KNOW	No Ans.
1. BHC faculty grant credit for prior learning through their departments.	55	7	19	2
2. BHC dean(s) grant college credit for prior learning.	21	32	25	5
3. This credit may be applied to any BHC degree.	23	22	35	4
4. Credit awarded for prior learning is clearly marked as such on the transcript.	16	10	55	2
5. Students pay regular tuition for credit earned by the assessment of prior learning.	10	29	41	3

III. Circle the Response that Represents Your Honest, Candid Opinion

SA=Strongly Agree A=Agree U=Undecided D=Disagree SD=Strongly Disagree

		No Ans.
1. College-level learning may be attained by a person outside the classroom and without formal instruction.	33 40 5 4 1 SA A U D SD	
2. For most of the courses I teach, I could examine a student and determine whether or not he had met the requirements or objectives through prior, informal learning.	23 41 13 3 2 SA A U D SD	1
3. Even though I could do so, I don't believe that such a procedure should occur.	7 10 11 45 10 SA A U D SD	
4. Adults beginning college have a right to expect such examination and evaluation.	11 46 10 13 3 SA A D U SD	

MORE ON NEXT PAGE

[For Office Use Only--Do not tear off PLEASE.

	SA=Strongly Agree	A=Agree	U=Undecided	D=Disagree	SD=Strongly Disagree	No Ans.
5. If BHC makes this procedure available, it will recruit new students.	7 SA	35 A	26 U	12 D	2 SD	1
6. If BHC makes this procedure available, it will cause a decline in registration in credit classes.	0 SA	8 A	26 U	40 D	8 SD	1
7. If BHC makes this procedure available, applicants should pay the full cost.	18 SA	28 A	20 U	15 D	2 SD	
8. Students should be given written behavioral objectives for classes.	13 SA	28 A	22 U	15 D	4 SD	1
9. Students learn much from getting to know their teacher, his values, and his attitude toward his subject.	26 SA	47 A	5 U	5 D	SD	

IV. The following items need to be a part of procedures to assess a student's prior learning [check those you feel are necessary.

73 student compilation of a portfolio* (defined on back)

43 { 19 required course to instruct students in methods to identify and document prior learning* before evaluation
24 optional course of this type

53 a narrative transcript*

60 a written evaluation statement by faculty assessor to explain credit granted

62 a required interview of student by faculty evaluator

44 a central file of portfolios*

43 a faculty committee to monitor and coordinate assessment

56 the agreement of more than one faculty member in a department to the evaluation

14 prior learning credit applicable only to ALS degree

52 { 48 compensation to the faculty by over-time pay for assessment
19 compensation to the faculty by a reduced workload

63 clear indication on student's transcript that credit was earned by the assessment of prior learning

40 possible use of such credit toward degree general education requirements*

46 crediting of assessment hours* to a department's total

28 limiting the option to adult students*

36 student's demonstration that the credit is related to his future goals

THANK YOU Please complete and return by February 15.